

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

**Teachers' and Students' Attitudes towards Role Play at Enhancing
Cultural Aspects: Case Study Third Year Students at Mila University
Center.**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) Hind Boukhobza
- 2) Rym Lichani

Supervisor:

Dr: Yamina Bennane

Board of Examiners:

Chairman: Mrs: Amina Agoune .
Supervisor: Dr: Yamina Bennane.
Examiner : Dr : Souad Alili.

2021

DEDICATION

We proudly dedicate this work to:

To my beloved father *Rabeh Boukhebza* the great man that I always look up to.

To my first supportive, my source of strength and my wonderful mother *zohra*.

To my beloved soul mate and best husband ever *Adel*.

To the best gift that **Allah** gave me and the light of my eyes, my angel *Djana*.

To my beautiful sisters,

to my prince charming brother, my brother in law and my sweet niece.

Djihad , Aya , Mouhaned , Moukhtar , Sidra

To my two big families *Boukhebza* and *Bouzred* , my *old friends* and my husband's family *Hamoudi*.

To my amazing colleague *Rym* that has a special place in my heart.



My thoughtful parents whose love has always strengthen my will.

Who taught me the value of education and supported me to become the person I am today, my father *Lichani Djamel*.

For your infinite love, I am always grateful, mom *Boufess Cherifa*.

To my beautiful sisters *Souad, Noudjoud* and *Lamiss*, thank you for your everlasting warm and support.

To my gentle brother *Rida* who always got my back.

To the memory of my grandparents, thank you for building a family of love and kindness, you are forever in my heart.

To all *LICHANI* family and friends.

To my amazing workmate *Hind*, thank you for caring and supporting me wholeheartedly, together we make a great team.

ACKNOWLEDGEMENTS

Above all we would like to express our deep recognition to **ALLAH** for giving us strength and determination to pursue this work.

First and foremost, we are sincerely grateful for our supervisor **Mrs. Yamina Bennane** for her guidance and endless support for this research work.

Second, we would like to express our gratitude to the members of the jury for taking the time and the trouble to evaluate our work.

We would like to express our respect and deep appreciation to the teachers of the foreign languages department of **Abd Elhafid Boussouf Mila university centre** for their great efforts throughout the years.

Special thanks go to our unforgettable great teachers from our very first day in school until now.

Special thanks to our friends: **Asma, Chayma, Rofiada, Souha**. Whom we shared the unforgettable journey

We would like to express our appreciation to the students from **LMD** third year for their cooperation.

ABSTRACT

Recently, the broadening intercultural diversity has indubitably led instructors to merge culture in their language teaching. It is generally agreed that mastering English as a second foreign language demands the use of effective strategies that interpose the learners with features of culture and enhance their fluency and accuracy in speaking. Thus, they ameliorate their communicative competence. It is speculated that Role Play is one of the methods that has been proven to enhance students' speaking abilities and elevate their ICC. Therefore, the purpose of this work is to explore the utilization of role play in developing the intercultural communicative competence. On this basis, a case study research was conducted at the department of languages at Mila university center with third year LMD (EFL) students depending on two questionnaires as tools of research, to gather integral data from a sample of 60 respondents and 8 teachers. The findings obtained from the questionnaires reveal that that both teachers and students agreed upon the success of this strategy to reinforce the learners' intercultural communicative competence, moreover, it strengthens their speaking skill.

Key words: English as a Second Foreign Language, Culture, Speaking, Role Play, Intercultural Communicative Competence.

Table of Content

DEDICATION.....	1
ACKNOWLEDGEMENTS.....	2
ABSTRACT	3
Table of Content	Erreur ! Signet non défini.
List of Figures:.....	7
List of Abbreviations (Acronyms).....	8
General Introduction.....	9
1. Statement of the Problem.....	10
2. Aims of the Study	11
3. Research Questions.....	11
4. Hypothesis	Erreur ! Signet non défini.
5. Research Methods.....	11
6. Structure of the Study	12
Chapter one: Literature Review.....	13
Section one: Intercultural Communicative Competence.	13
I. Introduction:	13
II. Notion of Culture :	14
<i>II.1. Cultural Diversity:</i>	15
III. Notion of Language:	16
<i>III.1. Context:</i>	17
<i>III.2. Communication:</i>	18
<i>III.3. Communication Components:</i>	18
<i>III. 4.Communication Competence:</i>	19
<i>III. 5.Intercultural Communication:</i>	19
IV. Relation between Language and Culture:	21

V.	Relation between Culture and Communication:	23
VI.	Intercultural Dimension in Language Teaching:	24
VII.	Shift into Intercultural:.....	25
VIII.	Definition of ICC:	26
IX.	Development of ICC:.....	27
Section two: Role Play.....		31
I.	Introduction:	31
II.	Speaking:	31
	<i>II.1. The Importance of Speaking for EFL Learners:</i>	<i>32</i>
	<i>II.2. Classroom Speaking Activities:</i>	<i>34</i>
III.	Drama in EFL Classroom:	36
	<i>III.1. Benefits of Drama in EFL Classroom:.....</i>	<i>37</i>
	<i>III.3. Drama Activities:</i>	<i>38</i>
IV.	Role Play:.....	39
	<i>IV.1. Definitions:</i>	<i>40</i>
	<i>IV.2. Terms Confused with Role Play:</i>	<i>40</i>
	<i>IV.3. Role Play in Teaching:</i>	<i>41</i>
	<i>IV.4. Role Play in Learning:</i>	<i>41</i>
	<i>IV.5. Types of Role Play:.....</i>	<i>42</i>
	<i>IV.6. Implementation of Role Play:</i>	<i>43</i>
	<i>IV.7. Benefits of Role Play in Developing ICC:.....</i>	<i>43</i>
	<i>IV.8. Role Play in Teaching Intercultural Communicative Competence:</i>	<i>44</i>
V.	Conclusion:	45
Chapter two: Results and Discussion of Findings		14
Section one: Statistical Analysis and Findings		46
I.	Introduction:	46

II. Participants:	46
III. Data collection tools:	46
1. <i>Student's Questionnaire</i> :	46
2. <i>Teacher's Questionnaire</i> :	47
IV. Data collection analysis:	47
1. <i>Analysis of the Students' Questionnaire</i> :	47
2. <i>Analysis of Teachers Questionnaire</i> :	59
V. Conclusion:	64
Section two: Interpretation of Data and Recommendation	65
I. Introduction:	65
1. <i>Student's Questionnaire</i> :	65
2. <i>Teacher's Questionnaire</i> :	66
II. Interpretation of Result:	66
III. Recommendation:	68
IV. Limitation:	69
V. Conclusion:	69
General Conclusion	70
References	72
Appendixes	

List of Figures:

Figure 01: Gender distribution.....	50
Figure 02: Duration of studying English.....	50
Figure 03: Students who choose to study English at university.....	51
Figure 04: Students' explanation for accepting to learn new cultures.....	51
Figure 05: Students' speaking level at first and second year.....	52
Figure 06: Students' speaking level at third year.....	53
Figure 07: Students' interactions.....	53
Figure 08: Classification of the four language skills' importance.....	54
Figure 09: Oral skill development.....	55
Figure 10: Problems that hinder student speaking.....	56
Figure 11: Types of activities.....	56
Figure 12: Role play average use.....	57
Figure 13: Students' preference of role play.....	57
Figure 14: Benefits of role play.....	58
Figure 15: How students prefer to play a role.....	58
Figure 16: Benefits of role play.....	59
Figure 17: Aim behind using role play.....	59
Figure 18: What does role play develop.....	60
Figure 19: Student perspectives about how role play develops ICC.....	61
Figure 20: Degree held.....	61
Figure 21: Teaching experience.....	62
Figure 22: Integration of the four language skill.....	63
Figure 23: Activities used in oral sessions.....	63
Figure 24: Teachers' perspective toward students 'oral problems.....	64
Figure 25: Role Play use.....	65

List of Abbreviations (Acronyms):

EFL: English as a Foreign Language.

EL: English language.

ESL: English as a second language.

CC: Communicative Competence.

ICC: Intercultural Communicative Competence.

IC: Intercultural Communication.

L2: Second Language.

SL: second language.

SLA: Second Language Acquisition.

General Introduction:

Researchers have always been interested in studying the relationship between language and culture, defining each concept in reference to foreign language teaching. Therefore, the integration of language in EFL classrooms became an essential process that can not be neglected in order to achieve the higher goal behind language learning which is to be effective communicator. There are different works that emphasize the significance of linking language with its cultural contexts. It is highly essential to know that teaching language without referring to the culture in which it operates is like teaching meaningless symbols that the learner can relate to the wrong meaning (Politzer, 1959).

This will lead to learners developing intercultural communicative competence, which will enable them to learn how to use the language correctly and in the appropriate context in order to communicate with people from different cultural backgrounds. Douglas and Rosvold (2018) wrote that Communication competence includes more than just linguistic skills; it also knowledge and respect to the interlocutors' identities, values, and traditions. Thus, it is increasingly clear that Fluency and accuracy are essential in language communication but they are not an easy task to do. Consequently, EFL learning process requires a great focus and emphasis on teaching the speaking skill which is considered a major skill in any language learning and has a prominent rank in international communication.

Learners place a high value on their speaking abilities and language production. However, they may run into a number of issues that impede their language production. Several studies have stated that there are some difficulties in mastering speaking skills, including a lack of

confidence and motivation (Akmal, 2018). In this context, teachers step up and try to promote their speaking skills by identifying the problems that come in the way of their speaking

Eventually, instructors will be able to detect the learners' weaknesses and recommend some effective activities that allow genuine communication to occur inside classroom.

According to Maulidar et al (2019) implementing appropriate effective learning strategies determines the success of the teaching process.

This study was undertaken in the context of developing the learners' ICC taking in consideration the connection between language and culture through using some effective strategies that introduce some cultural aspects in the language learning. According to many studies, the classroom activities that are not attached to real life situations such as issues, activities and concerns, do not promote the student use of L2 (Dema and Moeller, 2012). This gave birth to the idea of using role play as a strategy to enhance the learners speaking skill in different cultural contexts. According to Kranser (1999) role plays are one of the activities in which the learners can demonstrate some cultural behaviour in a given situation.

1. Statement of the Problem:

Since languages are considered as system of communication, it is essential for EFL learners to master the speaking skill in order to perform and produce correct utterances that help them to convey messages and reflect upon their taught. However, learners do not need the linguistic competence on its own, knowledge about cultural aspects and context is also required in order to be able to communicate effectively. Learners may face problems that disable them from delivering their ideas and expressing themselves. For that teachers make sure to use appropriate activities and techniques such as using role play inside the classroom to enhance the learners' ability to use correct language in correct context.

2. Aims of the Study:

The long term goal of this study is to discuss the development of intercultural communicative competence using role play and its importance for EFL learners. This research measures the effectiveness of role play in teaching oral expression at the languages department of Mila University. As a sub-objective, the study aims to investigate the improvement of the speaking skill and the types of activities used by teachers in the centre.

3. Research Questions:

The present work addresses the following questions:

- Investigate the importance of developing intercultural communicative competence?
- What are the different strategies used by Mila university oral teachers?
- To what extent does Role Play develop ICC and how teachers implement Role Play inside their classes?

4. Research Methods:

The population selected for this study is third year LMD students at the languages department, the English branch (total number 230) Students. Two groups will be selected as a sample. (60 students).The reason behind selecting this population (3rd level) is that they are more familiar with the strategy since they have already dealt with it in the previous two years as well as this year. In this study, two main questionnaires will be delivered: one for the teachers of oral expression who have been teaching for several years to make sure their

answers are built on years of experience, the second one will be submitted to third year students in order to investigate their perspective toward this strategy.

5. Structure of the Study:

The current work is purposefully divided into two main chapters. The first chapter is divided into two sections. The first deals with a review of the literature on culture and language and how they are related; it sheds light on intercultural communicative competence and its significance. The second deals with speaking skill and its importance for EFL learners and highlights the most common activities used in teaching oral expression; it also tackles educational drama and the use of role play as an activity in oral expression. The second chapter is concerned with investigating the use of role play in the foreign languages department of Abd Elhafid Boussouf Mila university centre. It is the practical part of this research which includes the research methodology, the population of the study, the tools of data collection, the analysis of the finding, and the interpretation of the results. Furthermore, the work has some suggestions and recommendations proposed for more adequate teaching and for the purpose of future improvement.

Chapter One: Literature Review about Intercultural
Communicative Competence and Role Play

Chapter One: Literature Review

Section One: Intercultural Communicative Competence.

I. Introduction:

Cultural diversity in the world has uplifted the significance of second language learning and teaching. Since languages are means of communication, instructors aim to develop students' communicative competence. In order to be effective communicators, learners need a thorough understanding of how cultural features such as values and beliefs underline foreign language use and produce effective communication. Therefore, considering how languages and cultures are interrelated, the importance of how this relationship works; teachers should think of approaches, methods and techniques that help the students to acquire languages and use it appropriately in different situations.

This chapter consists of two sections. The first one is primarily concerned with culture and language. It defines each notion from different perspectives, and investigates the relationship between them. It highlights the cultural diversity, the second language acquisition, and it calls attention to the effective communication by shedding light on the intercultural communicative competence. The second section is dedicated to deal with speaking skill for EFL learners and using drama in teaching English as a second language. In addition to that, the section tackles the use of role play as a technique used in teaching oral expressions, where it discussed the benefit and the implementation of it.

II. Notion of Culture :

Culture is a very broad concept that can be viewed and defined from different perspectives. There are many definitions given to culture in an attempt to give a clear explanation to this term. When we think about culture, the first things that come into our minds is customs, food, festival, celebrations and traditions; but culture is too far than just that.

Lado defined culture “as structured systems of patterned behaviour” (Lado,1957, p.111). He sees culture as a set of human behaviours that are combined in a well organised system; his definition highlights two essential concepts: structured and patterned. Another definition that defines culture within the same view is that of Kroeber and Parson (1958; as cited in Baecker, 1997, p. 583) it is: “transmitted and created content and patterns of values, ideas and other symbolic meaningful systems as factors in the shaping of the human behaviour”. According to their definition, cultures presents what humans believe in and consider it as important and valuable, these beliefs and values reflect on the behaviour and shape it.

Robinson (1985) looked at culture from the behaviourist, functionalist, cognitive and symbolic views. First, culture in behaviourist anthropology is considered as different forms of behaviour, such as the way we dress, our habits and traditions that are related to specific situations and social group. So culture can be explained as something concrete and can be seen and experienced. Second, seeing culture from a functional perspective means that it is a social phenomenon, because it describes and understands the structure of the behaviours. According to the third cognitive perspective, rather than explaining culture as behaviours, it considers it a process of memorizing, associating and interpreting incoming data from each individual. The fourth view which is the symbolic view sees culture as a dynamic system of

symbols and meaning. It does not focus on social events and internal mechanism but on the meaning resulting from dialectic process between the two.

Adaskou, Britten & Fahsi (1990; as cited in Heidari, Ketabi & Zonoobi, 2014) have four different meaning to culture that reflect culture in many dimensions. It is aesthetic because it includes cinema, literature, music, and media, as features of entertainment, while it is sociological because it refers to the concept of family and the relationships between other members of society and themselves. Their semantic meaning includes the whole conceptualization system which conditions consciousness and the process of thinking and understanding. The sociolinguistic sense refers to the background knowledge, social and linguistic skills necessary for daily communication.

II.1. Cultural Diversity:

Cultural diversity refers to the coexistence of diverse knowledge, beliefs, arts, morals, laws customs, religion, languages, abilities, disabilities, genders, ethnicities, races, nationalities, and sexual orientations of human beings (Lin, 2020, p. 1). It stands for the concept of difference. Cultural diversity refers to the differences between cultural groups. Moreover, there are many cultures in the world that differs from one another. Each has its own values, attitudes and beliefs, and within one culture we can find different cultural groups. Hence, cultural diversity is the variety and differences among people who have different racial or ethnical backgrounds that are present in the world (Eriksson, 2016).

- **Multiculturalism:** It is the existence of several cultural or ethnic groups within a society. Multicultural communities live alongside one another. These communities include multiple cultural groups with the same status. Each group value what other

groups believe in, they tolerate their differences, but do not necessarily interact with each other. Interaction between these groups is superficial (Schriefer, 2016).

- **Cross cultural:** According to Schriefer (2016) cross-cultural stands for the comparison of different cultures. In cross cultural communities there is one culture which is dominant and considered the norm, while other cultures have less importance.
- **Intercultural:** This term refers to mutual understanding and respect of all cultures by the community members, where they live together, share and exchange their ideas, cultural beliefs. In intercultural communities, the members are exposed to change because of they learn from one another (Schriefer, 2016).

III. Notion of Language:

The way we have always understood language is that it is a system of communication which we use with each other in order to communicate our individual thoughts, express our opinions and points of view, convey meanings and transmit messages. According to Amberg, Vause (2010) language is primary considered to be a tool for interacting with others within different social contexts. In order to complete an effective communication, a fully understanding and recognition of how language and its users are connected is needed.

Language “is purely human and non-instinctive method of communicating ideas, feelings, and desires by means of a system of voluntary produced auditory symbols, which are produced by the organs of speech”(Sapir, 2004, n.p.).

Wardhaug (2002) defined language as the type of knowledge and information that individuals possess about regulations and principles that determine the way of saying and doing things with words and sentences. This definition points out the type of knowledge in the

form of rules that guides us to say things and use language in a correct form. Knowing how to use that knowledge of sounds, words and sentences leads us to the right use of language.

Language, then, is a collection of speech acts that we perform using sounds and words in response to the environment or setting in which we find ourselves. Thus, context is an essential factor that controls how we use language. Our language choice changes according to the context in which we communicate, and the form of language differs from situation to another. According to Amberg and Vause (2010, p. 3) language is inextricably interlinked with our notions of who we are on both personal and social levels. In our use of language we do not only communicate our thoughts but also our beliefs and practices of the communities that we belong to.

III.1. Context:

The notion of context is explained according to Dach (2005, p. 22) as “the immediate linguistic environment in which a particular word occurs”. Context determines what is said and how it is supposed to be said. It is any type of interaction that occurs between individuals.

Meaning is the cornerstone of language because we communicate essentially to convey meaning. It can be found in context and that makes them interdependent. In other words, we cannot communicate meaning without context, as a context can not be built without meaning (Nouraldeen, 2015). Therefore, the meaning of a sentence affects and is affected by its context (Christiansen & Dahl, 2005; as cited in, Nouraldeen.2015).Linguists and anthropologists confirmed that the linguistic forms and uses of a given language reflects the social context where the language is spoken (Byram, et al 2002).

Our use of language is not a matter of chance. We do not communicate with no purpose. In contrast, communication happens in a conscious process in which we decide what

to say, with whom and how to convey it according to what situation we are facing, be it a friendly conversation, or a lecture in university. The context determines the type of speech that takes place. Different contexts require different kinds of vocabulary and different expressions that go well and suit specific context (Armstrong, 2010).

III. 2.Communication:

People tend to find a way to interact and connect with each other in order to express and talk about their needs, ideas, knowledge, beliefs, and experiences. The process of communication was the solution and the appropriate way to do so. It helps human to collect data and information about each other in addition to share their own with others.

Other researches referred to communication as “communication is a symbolic, interpretive, transactional, contextual process in which people create shared meanings” (Myron, 2003, p.13). Keyton (2010, as cited in Lunenburg, 2010) stated that communication is a process based on transmitting information and common understanding from one person to another (p.01). In other words, communication process is about sending and receiving information using simple words which means via verbal channel, using written language, or by nonverbal ways such as signs and gestures. Despite the numerous definitions of the process of communication, all of them agree of the same idea which is the interaction between people.

III. 3.Communication Components:

Samovar et al (2012) in his book communication between cultures explained in details the main component of a communication process. Starting with the first component which is the source or the sender of information, followed by the step of encoding the message which is the content of the whole process, the content can be verbal, nonverbal, written, pictorial, or

a symbol. The third component is the channel that provides the connection for the receiver who will decode the message.

Communication in general serves as an operation of transmit given messages. However, it is not the only shape that communication can take. It can be a contextual in a way that time; place or environment may affect it. Samovar et al (2012) explained that “communication always occurs in a context, and the nature of communication depends in large measure on this context” (p.33), the later leads to the idea of communication and culture and the relation between the two concepts.

III. 4. Communication Competence:

The term competence or the idea of being competent demonstrate the state of sufficiency in doing something, the term was coined and stated by Eraut (1994) as “according to circumstances this can have the positive meaning of ‘getting the job done’ or the negative meaning of ‘adequate but less than excellent’”(p.166).

Moreover, both of Oatey and Franklin(2009) suggested the following definition of the concept communication saying “competent communication is interaction that is perceived as effective in fulfilling certain rewarding objectives in a way that is also appropriate o the context in which the interaction occurs” (p.53).

III. 5. Intercultural Communication:

One of the massive changes in language teaching is teaching culture and its effect on communication. Recently, teaching a foreign language requires speakers from different cultures, who use different languages, to find a way of communication with others.

According to Liddicoat and Scarino (2013) the concept of intercultural is an ability that consists of the awareness of the interrelationship between both of language and culture, in the situation of interaction between people as a way of communication in order to transfer meaning.

In the past, culture was viewed only as a supplement to language teaching, intercultural communication considered as an ability to join members from other cultures. Gröschke and Schäfer (2012) explained intercultural situation as the existence of an interaction between two members from different cultural background. However, this view had change and culture become an essential component in teaching a foreign language as a social aspect in addition to an intercultural communication that tacks place inside any intercultural situation.

In fact, the phenomena of globalization and spread of the internet and social media have aided the English language to be treated as an international language, and this emergence has made the intercultural communication a necessity in language teaching. Nowadays, ICC has spread to various fields such as business, education and so on.

The expansion of ICC into the field of education in addition to the communicative approach that is followed nowadays in foreign classes had allowed student to have the interest and to be aware of other cultures. One of the main aims is to cope and respect the differences in terms of behaviours, values. i.e., the well prepared student to interact with others from other cultures is not who masters the linguistic competence only, but to be aware of intercultural communicative competence which is required to achieve better understanding by both sides.

IV. Relation between Language and Culture:

In order to understand how language and culture are related, we should ask if language is a part of culture; and which of which comes first. Is it important to learn culture to be able to learn a particular language? This shows the close connection between these two notions and how they complement each other. We cannot learn a language without knowing its culture and history in one hand; on the other hand it is not possible to get to know a new culture without learning the language spoken by its people. Moran (2001) mentioned in his book that in culture, language is found everywhere, anyone involve deeply in culture sees and hears aspects of language all around. In this context these two notions are clearly joined.

Wardhaugh (2002) divided the relationship between culture and language into tree main level:

- The structure of a language determines the way in which speakers view the world. His idea suggests that the language we use influence the way we think and see things around us and the way we live our lives. This theory is called «*determinism*», it is strong determinism when the language we use determines the way we see the world; it is weak determinism that our thought about the world is influenced by our language. (Campbell, 1997; as cited in Elmes, 2013). According to Boroditsky (2009) people who speak different languages do indeed think differently. For example, in Pormpuraaw, a small community on the western edge of Cape York, in northern Australia, the people there do not use the words left, right, forward in order to mention directions like most English people do. Instead, they use cardinal direction terms such as north, south, east, west to define space and directions at all scales, even when having a friendly conversation. The difference in navigational ability and special knowledge between English speakers and speakers from Kuuk Thaayorre shows that each community group sees space and direction in a different way.

- The second proposed relationship suggests that a speech community use languages that reflect their particular cultures values. The culture of a group of people is reflected in the language they employ because they value particular things, and give them high importance, and they act and do things in a certain way according to those values. They use the language in ways that shows what they value and believe in. As an example, Eskimo languages have a plethora of words for snow and associated snow related concept, and that is because snow stands as an important part of the Eskom's culture and the way of life, as well as it is common element of their environment. As for English language, there is no much diversity for the concept of snow. (How Language Reflects Culture & affects Meaning Madison, 2019). Therefore, the use of particular words and having specific vocabulary for certain concepts differs from one culture and language to another, and that demonstrates how societies perceive its environment and their life style.
- A third way of how language and culture are related is the "*neutral claim*" which suggests that there is a little or no relationship between the two notions. This idea claims that language is independent from culture, because of its communicative role. This means that language can be studied or taught without any references to culture, and that we do not need culture in order to learn a language, and the same for learning culture. This claim is contradicted, since language is a means of communication, if not used when learning a culture there is no other way to discover a culture. In addition to that, how can we learn a new language without getting in depth to the culture of its speakers; how are we going to understand what apple polisher stands for without knowing that in the mid-15th century parents of young children used to cook meals invite teachers to express their gratitude; later instead of a meal children start to just

give them apple; and then this expression became an attempt to get a favour from someone.

To answer the previous question if language is a part of culture, we can say that language is the most essential part of any culture; it is the way by people communicate and establish relationships and create a society. Since communication is the core component of any society and language is an important aspect of that, we may say that culture comes first, because we start communicating and interacting and that results the establishment of cultures. Therefore, language and culture are intertwined; we cannot understand or use one without the other one.

V. Relation between Culture and Communication:

Sackmann (1991, as cited in Keyton, 2010) presented culture as a conceptualized combination of ideas, themes, and values that expressed by a specific community, whereas Oatey (2008) stated that “ culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievements of human group”(p.49). It seems obvious that communication is needed to interpret and transmit the cultural aspect especially between people that do not share the same culture, i.e., culture reflects thoughts and behaviours of any given society, as Samovar (2016) explained the same idea saying that culture is how we relate, how we think and how we behave with other members of society also our view and perspective toward the whole world.

It seems obvious that both communication and culture share a clear link represented in the norm of interpret one for another, according to Samovar et al.(2012) “ in fact ,when examining communication and culture it is hard to decide which is the voice and which is the echo” (p.36). Within the last decades and according to globalization, Educationalists shed the

light on teaching / learning a second or a foreign language for student depending of the CC to reach the social competence.

VI. Intercultural Dimension in Language Teaching:

The social identities take part of the interaction when people are talking to each other. When they speak it does not mean that they are exchanging information and ideas only, however, they are also reflecting the specific social group that the individual belongs to. In language teaching the focus is put not only on teaching learners the linguistic and grammatical aspects of the language, but also the knowledge of what is appropriate in a certain language (Byram et al,2002) . Karmash (1993) stated that learners of a foreign language should concern themselves with acquiring the linguistic aspect as well as the context in which it can be used.

The goal behind second language learning and teaching is to achieve communicative competence. Learners try to be fluent in their interactions weather with native speakers or foreigners, and that include producing correct language on every linguistic level. However, the linguistic competence on its own, do not make learners competent speakers and fluent in communication, they should be fully aware of how language should be used, what is appropriate to say in each situation; that is why they need knowledge about the culture. For example, learners need to be aware of the culturally appropriate ways to address people, express gratitude, make requests and agree or disagree with someone (Taylor, 2010).

Mostly, culture is taught indirectly, imbedded in the linguistic forms those students are learning inside classroom. To introduce the student with the cultural features reflected in language and make them aware of their importance, teachers can make those cultural features

an explicit topic in the linguistic features that are going to be presented in the lesson (Peterson, 2003).

VII. Shift into Intercultural:

Cultures are considered as very important aspects in any teaching and learning a second language. As it was referred to previously, knowing the culture of a specific community helps in enhancing and facilitating communication between members and foreigners because it reflects the speaker's intention.

It is worth mentioning that explaining any specific cultural objectives sheds the light on its presentation in teaching and learning a foreign language. Sharifian and Palmer (2007) presented that language is a cultural tool as well as an instrument that join other cultural fields; in other words, language do not need only the knowledge and the master of four skills, i.e., communicative competence for a foreign language do not require to master the grammatical competence which include the knowledge of lexical items, syntax, phonology. Liddicoat and Scarino (2013) stated the need to know how language can be used and how to deliver the knowledge in order to engage communication, this means to be aware about the social and cultural aspect.

Haddaoui (2020) stated that “ the shift from communicative to intercultural may help upholding the multicultural value of FL while facilitating successful communication between people from different cultural backgrounds” (p.743). In other words, the phrase intercultural competence maintain the link between teaching and learning a foreign language and communicative competence by sharing the same principle, which is interact with others from different backgrounds.

VIII. Definition of ICC:

According to Ahnagari and Zamanian (2014) intercultural communicative competence (ICC) includes all of knowledge, skills and motivation that are needed by speaker to interact with an effective way with others from different cultures.

Farther more, Aguilar (2002) defined it as understanding and producing appropriate messages of the source language as well in a foreign language, in addition to relate with other people acting with tolerant attitudes and acceptance. In other words, it means the effective process of producing communicative behaviours with others.

As some scholars had defined intercultural communicative competence in the previous elements, they suggestion that it is a combination of aspects such as attitude, knowledge, skills and values. Oatey (2009) described the component of ICC as the following:

- Attitudes: it includes the curiosity and openness about others culture and the acceptance of being different.
- Knowledge: it means to be aware about other social groups and their cultures, belief and actions.
- Skills of interpreting and relating: is the ability to understand than interpret a document or event from other culture to own culture.
- Skills of interacting and discovery: is to adapt and acquire a new knowledge of a culture and operate its knowledge.
- Critical culture awareness/political education: is the ability to evaluate critically on the criteria of perspective and practices in one's own or other cultures.

IX. Development of ICC:

Development of intercultural communication seems to be an on-going process since individuals tend to develop their intercultural competence according to each intercultural situation, Sercu (2005) stated that “being able to cope with intercultural experiences requires that a person possesses a number of intercultural competencies and characteristics”(p.02). In this context, language teaching needs both linguistic and cultural knowledge to explore and understand any target language and produce communicative skills successfully.

Development of Intercultural communicative competence is a continuous process that may need some specific requirement in order to reach awareness about other cultures and pass good interaction skills. According to Barret et al (2014) the methods of developing intercultural communicative competence are classified as the following:

- **Cognitive methods:** generally, it is about collecting knowledge about other cultures such as behaviours norms, religion, social and political structures that can be provided through seminars, lectures, discussion groups.
- **Self-insight methods:** it means that learners should be aware about themselves and about their reactions and perspectives toward others from different cultures.
- **Behavioural methods:** it seems to be an extension to the cognitive method. It is about adapting new behaviours or changing inappropriate ones.
- **Experiential methods:** this means that the use of these methods help learners to simulate different scenarios to represent it in different situations as using costumes or specific behaviours of specific cultures.
- **Attribution methods:** these methods help learners to adapt a new perspective concerning other cultures relying on some operational methods that can be used in

formal and non-formal situations, where it helps learners to develop their intercultural communication competence.

- **Experience:** it means to develop attitude by learning through experience, to be open to others without any prejudgement.
- **Comparison:** it can be done by comparing between cultures to achieve better understanding and to learn about acceptance without referring to which culture is the best or the worst because there is no one is better than the other.
- **Analysing:** this method is about interpreting hidden messages and finding explanations to others actions, beliefs and attitudes.
- **Reflection:** it might be considered as a collection of the previous mentioned methods (experiment, comparison, analysis) , reflection may occurs when an experience is going on and knowledge is obtained to be compared and evaluated.
- **Cooperative activity:** this method is concerned with being involved in interaction and connection with people from different backgrounds. It helps to develop communication and build up openness and respect to other cultures. Learners in this case will learn and transmit information well in addition to gain that opportunity to be sociable and connected.

They presented also the following classical tools that enhance developing ICC.

- **Verbal or written description:** it can be seen as a reaction to the same behaviour done by a different member from different background in a verbal or a written description. People may judge others based on the first impression which accepts been right or been wrong, people tend to respond differently to the same event or behaviour that is why they need to talk effectively using verbal or written descriptions.

- **Narration of stories:** telling stories may help learners to be familiar with others beliefs and values which will help in understanding others identity and perspective.
- **Role play ,simulation and drama:** through this tool, learners experience how to be different by acting in a way that is not usual for them where role play or simulation can help to develop intercultural competence, this tool allow learners to act and in different identities in order to achieve knowledge about differences and similarities without any prejudgement. It is worth mentioning, that using this tool requires a feedback and a discussion at the end of process to avoid any wrong assumption.
- **Theatre, poetry and creative writing:** watching a piece of work in theatre or even read a written piece allow learners to facilitate their ability to learn about other cultures. This tool is totally consists of literary work that aide in developing intercultural competence. In order words, using this tool drive learners to accept and respect the cultural diversity.
- **Ethnographic tasks:** the task is based on exploring the real life of the real world by using both of observation and interview. The last ones help in developing the cultural awareness and behavioural understanding, one of the main objectives of using this tool is to check how people live, think, feel and behave in different situation. Furthermore, using interview and observation shows which kind of ways that learners use to express their cultural diversity by verbal or non-verbal means which is a reflection of their own identities.
- **Watching short films:** it is a tool that shares the same features of previous tool which is theatre, poetry and creative writing.
- **Presentation:** it is to introduce the one's culture in addition to others culture for the sack of developing the IC and raise the interest of discovering foreign cultures.

- **Still image making:** in simple words, it is about creating images by a group of people using non-verbal communication in order to collaborate effectively.
- **On- line communication:** it is known also with using social media, learner have the ability to share and exchange his/ her point of view, ideas and knowledge. Using on-line communication allow learners to interact with others from different places, backgrounds, cultures. Nowadays, social media is one of the most used means to communicate with others and one of the great tools that is used to develop intercultural competence.
- **Project works:** it is a learner centeredness, where he /she can select or chose a topic to work on relying on different materials and ways in order to solve a specific problem, the aim behind this tool is to develop IC since it allow learner to be autonomous, curious, and motivated.

Section Two: Role Play

I. Introduction:

One of the main concerns of both teachers and learners in EFL classrooms is to use effective strategies that help learners in their SLA and reinforce their speaking skill. This process can be very challenging because speaking is a major skill in their field, so working for enhancing it through effective strategies is an inevitable task.

This section deals primary with the speaking skill in EFL classrooms, it defines it and tackles its importance; besides, it deals with different activities used by teachers. In addition to that, it covers educational drama, and its activities used in classrooms as well as its importance and challenges faced by teachers when using it. It tackles role play, its definition and distinctions; also its main types and the implementation and lastly its covers its benefits in developing ICC.

II. Speaking:

Speaking is considered as a major skill in conducting communication, according to Shafaat (2018) human beings started talking and listening to each other before knowing how to read and write. So it is essential for individuals to master the speaking skill in order to establish effective communication and build relationships.

In language teaching, the four skills are described in terms of their direction. Language produced by the learner in speech or writing is referred to as productive, whereas language directed at the learner is called receptive. Thus, speaking is “the productive aural/ oral skill; it consists of producing systematic verbal utterances to convey meaning” (Bailey, 2003, p. 48).

Many researchers have given the word speaking different definitions. In Oxford Advanced Dictionary the definition of speaking is “to express or communicate opinions, feelings, ideas, etc., by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages” (Susanti, 2007, p. 6).

For Chaney (1998) speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. This emphasises that speaking is communicating verbally by using words, or non-verbally through gestures.

Burns & Joyce (1997) defined speaking as the process of interaction in which meaning is built through producing, receiving and decoding information. The form and the meaning of speaking depend on the context in which it occurs, the participants, and for what purposes speaking is done.

II. 1. The Importance of Speaking for EFL Learners:

Speaking is a language skill and means of communication in which one can express his/her ideas, feelings and information to others verbally. It needs direct interactions, in which someone speaks to others directly.

Speaking is an important element in any second language learning. However, to master speaking learners need to be exposed to active communication that could facilitate the process. For EFL learners, speaking has an enormous effect on second language acquisition; it advances communicative efficiency which enables the learners to establish correct interaction in the target language. Teachers aim to develop their learners' fluency and accuracy; learners should acquire language and be able to use it correctly and fluently in any given situation, however, they face the challenge of providing an active engagement that is necessary for

enhancing the speaking skill where the learner interact and communicate interchangeably using the second language (Kaddour, 2016).

Fluency and accuracy are not a straightforward task to accomplish. It can be difficult and take considerable time to be achieved. Thornbury (2008) believed that many learners face a common frustration which is not being able to properly speak English even though they spent years studying it. He claimed that one of the problems learners face is not being spontaneous in their speaking because of planning for speaking to happen, over planning a conversation can hinder the speaking and hinders the language production and leads to the loss of fluency from one hand. On the other hand, if the speaker focuses only on the actual production that can be an obstacle for achieving accuracy. This is why both planning and production should be taken in consideration without one overlapping the other.

Learners who do not achieve fluency in their second language use are not seen as effective language users (Kaddour ,2016). Within the same view Celce- Murcia (2001) believed that the ability to speak a language is intertwined with knowing that language, since speech is means of communication, learners can reflect upon their knowledge about a certain language and also reflect upon their social identities, classes and societies. Some conversations are interactional with the purpose of establishing or maintaining relationship, this is known as the interpersonal use of language which plays an effective social role (Yule 1989, p. 169).When learners master the speaking skill it does not mean only that it will widen their cognitive capacities, but also give them the chance for further learning outside the country, and provide them with better employment opportunities (Baker, Westrup, 2003).

II.2. Classroom Speaking Activities:

In a foreign language classroom, learners have to produce understood and clear speech as well as achieve effective oral communication inside and outside. Teachers make sure to give their learners as much exposure to actual language use through some effective strategies and activities that enable the learner to produce the language, use it and practice it and therefore develop his communicative competence.

According to Harmer (2001, p. 271): “these activities should fall at or near the communicative end of the communication continuum”, which means that the teacher should make sure that his activities create interaction between the learners with an exclusive care of aspects of language like grammar, vocabulary and good pronunciation.

II.2.1. Discussions: they are one of the common activities used by teachers in teaching speaking. Byrene (1986) stated that discussions are any exchanges of ideas and opinions either with the teacher or within a group of students who are talking to each other. They help EFL learners to develop their communicative abilities and get more language practice. Learners can express their points of views and ideas about certain topics proposed by the teacher. The teacher can suggest topics and ask his learners to discuss them by exchanging thoughts and information, resolve differences and propose solutions.

Littlewood (1999) explained that class discussions help learners use foreign language as a medium to talk about their experiences and express their views, opinions and handle their social relationships.

II.2.2. Oral Presentations: they are very common assignments in oral expression teaching. According to Baker (2000), an oral presentation is similar to a formal conversation,

and speaking in front of group as a natural activity. However, they cannot be considered as the same, because conversations happen fluently without caring about collecting information and saying it in an organized sequence as well as not being limited to time. They can say whatever they want the way they prefer. However, presenter should decide about what he is going to say, gather possible information and present the most important elements in limited time. Learners can choose a topic or the teacher strict them to certain topics, then they search for it and collect information about to the topic, and finally they present it to the whole class in limited amount of time.

Mandal (2002) declare that presentations usually happen in a business, technical, professional, or scientific settings. So they differ from normal speech. Zitouni (2013). These activities are extremely beneficial to learners because they help them practice, inform and communicate with others, in addition to collect, inquire, organize, and construct information; Emden and Beker (2004) stated that developing students ability to speak in front of an audience is one of the most important benefits they get from further and higher education.

II.2.3. Communicative Games: they are other types of oral teaching activities which are considered useful. According to Brumfit (1983), this type creates an enjoyable atmosphere while reinforcing language.

According to McCallum (1980) the importance of achieving communicative competence and the need for spontaneous and creative use of target languages require some word games since learners are less-self-conscious in the formal atmosphere in a play game, they can freely use language; also these games stimulate their interest and motivation; learners can practice language use in a positive environment, they create challenges between learners and encourage them to let go of their shyness, stress and fear or any negative emotions

towards learning; it enhances their confidence when speaking in front of the whole class.

Some examples of these activities are puzzles, spotting the difference, and guessing the word.

III. Drama in EFL Classroom:

There are many definitions to drama, but they all share the same idea. Boulton (1968,p.3) stated that drama is “not really as a piece of literature for reading, it is the literature that walks and talks before our eyes”; his definition emphasizes that drama is not just a text to read but it should be reflected into actions, dialogues and sights. The transformation of a drama text into performance needs careful reading and analysing. When student are asked to perform a drama text, they should first deal with language structure and language items.

Via (1987) defined drama as communication between people. He regards drama as a tool for establishing meaningful communication; a drama text can be used to conduct oral communication. Hubbard et al (1986) stated that drama can be divided into two sides: creativity and the oral side. According to this view drama is a wide range of oral activities that contain an element of creativity.

Holden (1981) proposed a more specific definition which suggests that drama is a synonym for “let’s pretend”. This means that the learner is asked to imagine a situation, and pretend to be another character or persona and act according to what he imagines. This definition indicates that drama is any activity in which the learners are going to portray themselves or someone else in an imaginary situation. This pretending however is not carried out for entertainment, but to assist learners to interact with others and practice their store of language for communicating in a correct meaningful manner. According to Duff (1984) dramatic activities in language classrooms are not the performance of plays, but to develop language competence and imagination.

III.1. Benefits of Drama in EFL Classroom:

Since drama is considered as a set of oral activities and act of communicating meaning, students are actively engaged in learning through drama. They participate in conversations or practices that require them to use their imagination and foreign language in contextualized situations and it enhances the learners' engagement in oral communication. In addition to the language use practice, it has a sense of creativity that motivates the learners and encourages them to go deeper in the target language usage; it keeps the lesson interesting and fun unlike the traditional teaching methods that students get easily bored off Angelianawati (2019).

Owens & Barber (1998) believed that drama is one of the methods that keep the lesson interesting because it calls the students' attention so they do not remain passive and quietly seated. The use of drama in classroom provides the learners with the chance to learn by doing and experiencing rather than listening and repeating. Clipson-Boyles (1998) stated that teaching English with drama assists listening and speaking, it also produces processes related to writing and reading.

According to Charles & Kisangi (2007) drama has many advantages in language education. First, it directs the student awareness of how people communicate in different communication models, and improves communicative behaviours, as well as enhances the skills of cooperation and social awareness and understanding. Second, it helps the learners develop their English abilities such as speech acts, pronunciation and intonation, and discourse strategies, and acquire new fully contextualized vocabulary. Third, it also develops the student imagination and independent thinking and improves his sense of confidence in his ability to learn the target language (Boudreault ,2010).

III.3. Drama Activities:

Some scholars have attached drama to education, creating the concept of educational drama. According to Brauer (2002, p.5) “Educational drama, which we define here as informal classroom improvisation, affects the way students think and learn”. In other words, students tend to learn better through experience. They can improvise themselves or others in specific settings and in specific contexts relying on their imaginations. Nowadays, English language teaching has focused on the performance of language rather than the form. Brauer stated that mastering a language does not mean to master its vocabulary and grammar only. Due to that, the need has shifted to be on mastering talking, communicating, and interacting with others rather than mastering the language for itself with a passive application. Keo and O’Neill (1998, P.01) introduced that second language teachers have been familiar with different activities which create opportunities for interaction inside the classroom between each other’s using the target language. i.e., those drama activities help SL teachers to give learners the chance to practice in the classroom using the target language, raise the collaborative work among students, and increase learners’ motivation.

Keo and O’Neill (1998) suggested some dramatic activities that may help teachers to force their students to use the language and enhance their linguistic abilities, which are:

- Language games: which are activities based on competition between learners where they observe, memorize, and guess. These games usually require some predetermined structure that is put by the teacher in order to be completed by the students.
- Scripted role play: it is a kind of performance of a scenario that contains a conversation or a dialogue of a real situation.
- Simulations: is to practice taking on of predetermined roles with some attitudes that tackle social situations.

Additionally to that, Davies (1990, p.90) suggested the following activities:

- Mime: they are presentations of non-verbal stories or ideas using gestures and body language.
- Simulations: they are activities of interaction where students play themselves or others using dialogues to express some social formulas.
- Role play: Davies (1990, p. 92) stated that “Role Play normally involves students playing imaginary people in imaginary situations”.
- Exploiting a scripted role play: it is to play a text or a script put by the teacher where the topic discussed is relevant to learners needs and language is practiced directly after being familiar with the script before starting performance.
- Creating one’s own script: it is when students develop their own scripts and scenarios after they select their roles and characters that were put by the teacher after negotiating and choosing a situation that create interaction between all students by using their roles.
- Improvisation without a script: basically it is a play without a prepared script. Learners tend to perform spontaneously expressing their thoughts, feelings using the appropriate language.

IV. Role Play:

The aim of learning a target language is mainly based on exchanging information correctly and fluently through interaction. One way of interacting is using some prepared communicative activities or techniques. One of these activities is role play which has an important role in developing communicative competence.

IV.1. Definitions:

According to Qing (2011, p.37) role play is a play for different roles done by students using a particular language in order to solve a problem where the play may contain the use of verbal language, movement, facial expressions, and body language.

Garcia (2018, p. 2) defined it as “any speaking activity in which language learners place themselves into roles assumed by other people. The roles, speakers, and situations can vary greatly”. So role play is a communicative activity that is used by teachers in teaching speaking. It depends on student’s assumption to act or play different characters from real life in real situations.

For further understanding, Ladousse (1987, p. 5) suggested to analyze the words of the whole term role play where roles mean playing a part from the student themselves or others in specific situations, whereas playing means a safe environment that allows participants to express themselves in a creative way.

Krebt (2017, p.864) stated that role play activities can be explained and express students’ behavior that occur in a specific situation that requires them to use a specific context. In other words, role play can be considered as student’s reaction in specific conditions.

IV.2. Terms Confused with Role Play:

The term role play is usually confused with other drama activities that were mentioned previously. Role play is always related to the term simulation since both of them are learning techniques that aim to increase student’s skill practice, both allow students to take on and play different characters.

Ladousse (1987, P. 5) clarified that simulations are complex, long, and broader since they include role plays. Whereas, the latter are considered as simple and flexible. Moreover, simulations are more restricted by the instructor unlike role plays that contains spontaneous scenarios that can be situated in real life.

IV.3. Role Play in Teaching:

In second language acquisition, researchers discussed the idea of learning by doing which means that students learn better by experiencing and being involved in the learning process. Essentially, SLA is based on the principle of problem solving; in this case, it is teaching a second language that requires the exchange of knowledge and language by interacting. According to Sofyan et al “it is due to a lack of confidence, vocabulary mastery, pronunciation, and grammar. Students tend to keep silent when the teacher asks them to speak” (2018, p.267). This means that students tend to be passive for many different reasons.

Role play is selected to improve students speaking skill, encourage collaborative work, and motivate students to express themselves. Also, it helps to improve their confidence besides using the target language for real communication.

Therefore, the teacher becomes a facilitator that introduces knowledge and instructions; spectator to the learner’s performance and a provider of debrief; a participant if it is required.

IV.4. Role Play in Learning:

According to Lin (2009) role play provides students with the chance to practice interaction with others using certain roles. Also, Sofyan et al (2018) clarified that it assists students to use real English in real life in order to improve their communicative abilities.

In other words, role play is the most used technique that deals with sharing ideas because it contains less anxiety and more motivation. Concerning this idea, Alkin and Christie (2002, p.211) said that classrooms that utilize role-play tend to reduce fear, shyness and create a comfortable and enjoyable environment.

IV.5. Types of Role Play:

According to Barrera et.al (2020, p. 01) “one of the main challenges of education in the 21st century involves improving the quality and effectiveness of learning at all educational levels”. That is why teachers tend to use such techniques in order to enhance the process of teaching and learning.

Researchers have represented many types of role play in classrooms. However, the most used two types are the restricted and unrestricted role plays. The first one is prepared and controlled by the teacher; whereas the second one, it is optional for the learners to select and improvise the way they want by their own and the teacher just observe.

Fadilah (2016, p.213) introduced the following three activities:

- Scripted role plays: it means that learners should interpret a text or a dialogue that is exists in the text book or written on the board by the teacher.
- Unscripted role play: this means that is does not follow a written text but it happens in a spontaneous way. It is an improvisation that aims to keep the conversation going after the practice to some rehearsals.

IV.6. Implementation of Role Play:

Role play in general is that students assume to act some roles and characters in a selected scenario. Different teachers tend to use role play as the most used activity among all drama activities.

Generally, teachers follow the coming steps: 1) Teachers resort to select a specific situation that students should work on, or tend to solve a specific problem reach an objective that teachers find it needed to be reached. 2) To prepare a scenario and present characters with enough details and information in order to facilitate the play in addition to clarify the aim behind the whole process.3) This step contains the actual performance for the role play where learners try to use the language in acting out the play that is a simulation to the real situations.4) It is about the discussion of the role play after it finished, in this step students should give their points of view and comments on their performance, while the teacher should provide his learners with notes, feedback and assessment to the experience.

IV.7. Benefits of Role Play in Developing ICC:

Researchers state many benefits for using role play in teaching speaking; the following are some advantages of it:

- “Basically, role playing calls for a student's stepping outside the accustomed role that he plays in life, relinquishing his usual patterns of behavior in exchange for the role and patterns of another person” (Chesler and Fox,1966, p. 3) this may summarize the main aim of using role play as a tool to develop learners communicative competence.

- According to the research made by Barrere et al (2020) their data explained that the use and the implementation of role play as a strategy in teaching was very useful in enhancing student's higher education and score better results.
- Bowman (2010) announced that using role play make the environment of learning more enjoyable and interesting for learners in addition to the fact of minimizing the risk that may occur in learning real experience.
- Jose (2016) explained that using role play as one of the communicative tools that were referred to previously is very helpful in enhancing the students comprehension of their interactions with others besides providing them with the opportunity of producing the English language appropriately. "Lastly it allows students to express who they are and improve their communication skills" (Jose, 2016, p. 23) which means that the implication of role play in EFL is necessary in developing their communicative competence.
- Qing 2011 said that learners whom are familiar with using this strategy are more able to use the right cultural language in the right situation in order to communicate and respect other cultures and avoid any stereotypes.

IV.8. Role Play in Teaching Intercultural Communicative Competence:

In the recent years, specialist of the educational fields demonstrates the need of motivating EFL learners to learn about other cultures and increase their intercultural awareness.

Consequently to that, teachers tend to search for different technics and strategies to achieve their aim.

Role play is one of the communicative activities within the communicative approach that is selected by teachers to improve EFL learners' communicative abilities.it is worth mentioning

that the last approach aims to improve the EFL students fluency, accuracy, and their communicative skills. According to Qing (2011) Role plays give learners the opportunity to practice the language actively, to understand and acquire knowledge about the target language which will assist a better intercultural communication.

Léon-Henri and Jain (2017) stated that using role play as a method in teaching EFL creates a free and creative environment unlike the traditional classrooms. As well as, it motivates learners to be open, it provides them with interesting collection of all of communication, culture, content and cognitions in order to reach a better learning process.

V. Conclusion:

People engage in communication on a daily basis, whether with individuals from the same social group, or foreigners from different cultural groups. In order to be competent communicators however the different cultural background, development of the intercultural communicative competence is well needed. Therefore, learners need to understand how language and culture function, and the relationship between the two.

Throughout this chapter, culture and language and the way they are intertwined has been greatly examined in order to show the importance of both notions in second language acquisition. The chapter tackled the meaning of intercultural communicative competence and its components, as well as the significance of developing it to establish effective communication.

In addition to that, it dealt with the speaking skill and its importance in learning foreign languages, the concept of drama in education, and role play as a teaching activity. Also, it contains the significance and implementation of role play in teaching oral expression in order to develop the intercultural communicative competence for learners.

Chapter two: Results and Discussions

Chapter two: Results and Discussion of Findings

Section One: Statistical Analysis and Findings

I. Introduction:

The following section comprises the methodology of collecting data that includes a description of the participants, tools of survey chosen to carry out this work. It contains also a discussion of the finding besides an analysis. Moreover, this section is devoted to present the results of research conducted at Mila university centre with third year students. The aim of this study is to collect and analyze data on the use of role play and its contribution to the development of intercultural communicative competence. To carry on this investigation tow questionnaires were delivered to both oral teachers and students in the department of English.

II. Participants:

The participants in both questionnaires were selected in a random way, which is the best way to achieve objectivity. The total number of the students in the student's questionnaire was sixty students. The chosen sample was 1/5 from the whole populations which consist of 230 students. They answered right away where they took only few minutes. Concerning the teacher's questionnaire, the total number of teachers who answered was eight.

III. Data Collection Tools:

In data collection, the survey includes at the first page a short definition of role play and the aim behind the questionnaire in order to provide the students with a clear idea about our research. The rest of the content is questions divided into sections written in a clear and simple language.

1. Student's Questionnaire:

The questionnaire was distributed to sixty students, which is almost two groups of third year EFL students at Mila university centre of the department of languages. The questionnaire was divided into three sections written in a clear way in order to be easy for students to understand. The first section was about the background information about the participants; the second section was about their speaking skills; the third section was concerned with the use of role play inside the classroom.

2. Teacher's Questionnaire:

The teachers' questionnaire includes a short paragraph that explains the aim of the study and how their contribution will be a great help to this research. We contacted some English teachers to answer the questionnaire, but only eight of them accepted to answer. Those who did not answer justified that they had not taught oral expression to third year. The survey was divided into three sections: the first one includes background information about the teacher, the second includes teacher's attitude toward the oral expression and the third section includes teacher's perspective toward role play.

IV. Data collection analysis:

Both questionnaires were selected as tools to collect data about the use of role play to develop intercultural communicative competence. They aimed to investigate whether using role play as a method of teaching oral expression enhances the development of IC, improve the speaking skill, and raises awareness of other cultures.

1. Analysis of the Students' Questionnaire:

Question 01 gender distribution

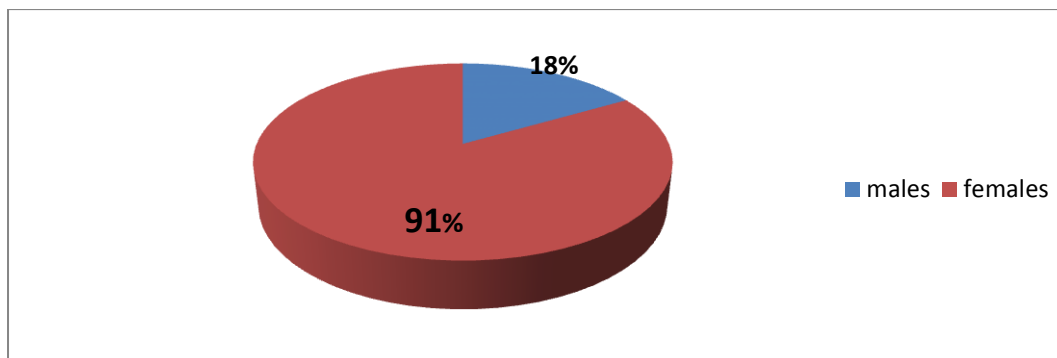


Figure1: Gender distribution

From the figure above, the majority of respondents were females with 91%, whereas only 18% were males. Probably, males did not find studying English or languages very interesting such as studying in scientific stream.

Question 02 how long they have been studying English?

The majority of students chose the period that lasts from one year to three years; this choice was logically based on collecting only the three years of studying English at university. Only 17 out of 60 students counted all years from middle school until university. 5/60 did not answer at all whereas 2/60 chose the period from three years to six years.

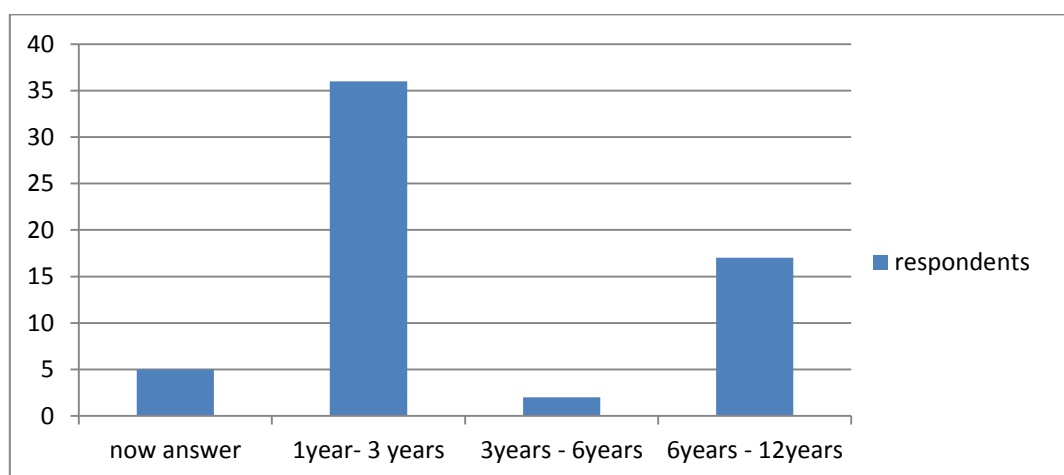


Figure 2: duration of studying English

Question 03 did they chose to study English in university?

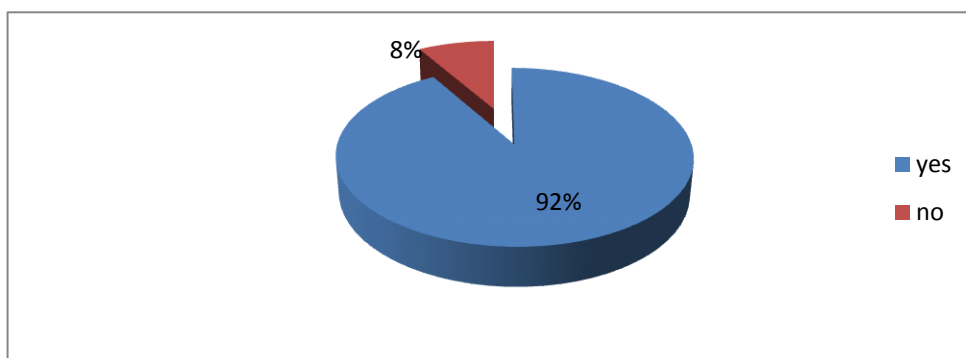


Figure03: students who choose to study English at university

92% of the respondents agreed on choosing to study English at university as their first choice when they get their Baccalaureate degree. Whereas, 8% of students were obliged to study it and declare that they have selected other branches but they were not available for them because of their average.

Question 04: Do they have traveled or lived in a country that speaks English?

This question shows that the majority 98% did not travel and live outside Algeria; only 2% students said that they have traveled only for touristic trips

Question 05: the importance of knowing other culture

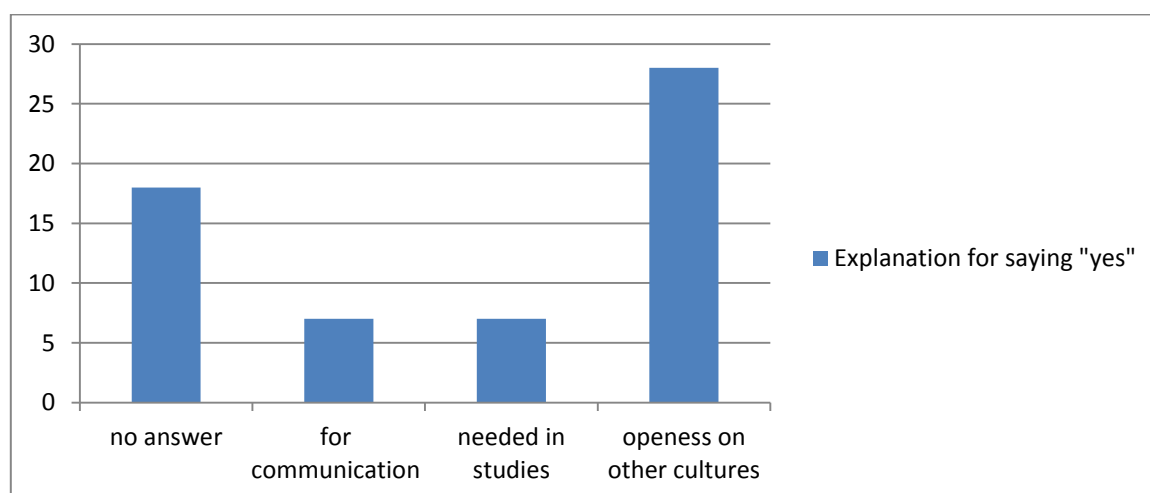


Figure 04: students' explanations for accepting learning about new cultures

According to the diagram above, 18 students did not answer at all. Out of the students who gave an answer for this question; the vast majority, forming 28 students said to be open to other cultures, 07 students said for developing their studied and another 07 students said that the reason was for communicative purposes.

Question 06: how they describe their speaking skill in 1st and 2nd years?

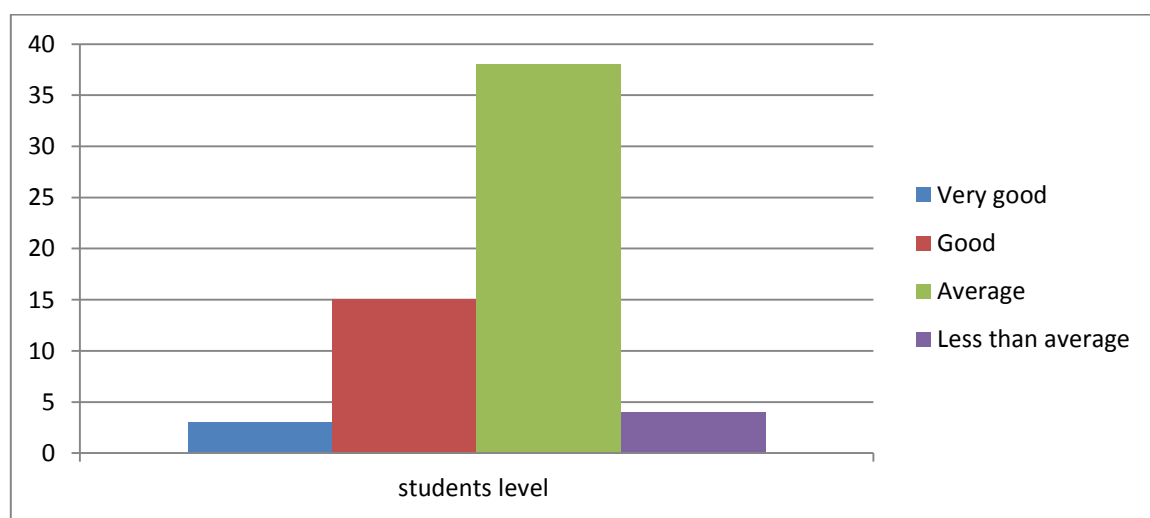


Figure 05: Students speaking level at 1st and 2nd years

This question was asked to know how students assess their speaking skill level in the first two years, where the majority of them said average (38/60), others said good (15/60) and at the end some of them selected less than the average (4/60). We noticed that only three students were very positive about their very good level.

Question 07: how they describe their speaking skill as a third year student?

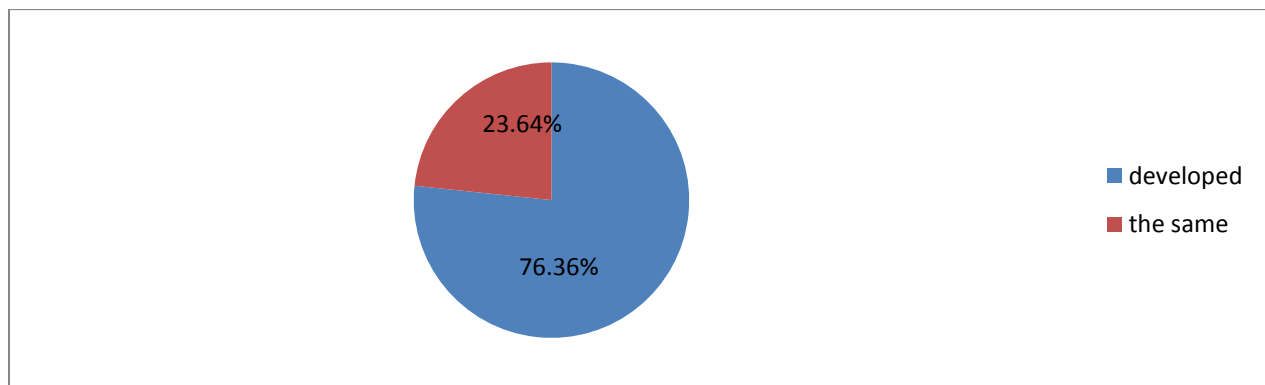


Figure 06: 3rd year students speaking level

More than half of respondents (76.36) believed that their level was developed and their English became better since the first year at university. The rest, however, (23.64) admitted that the level still the same and their English did not improve at al.

Question 08: do they use English outside the classroom?

Out of 70% used ESL outside classroom, 18% said that they used it always, 49% said they used it sometimes and few of them (3%) said that they rarely used it.

Question09: with whom do they use English?

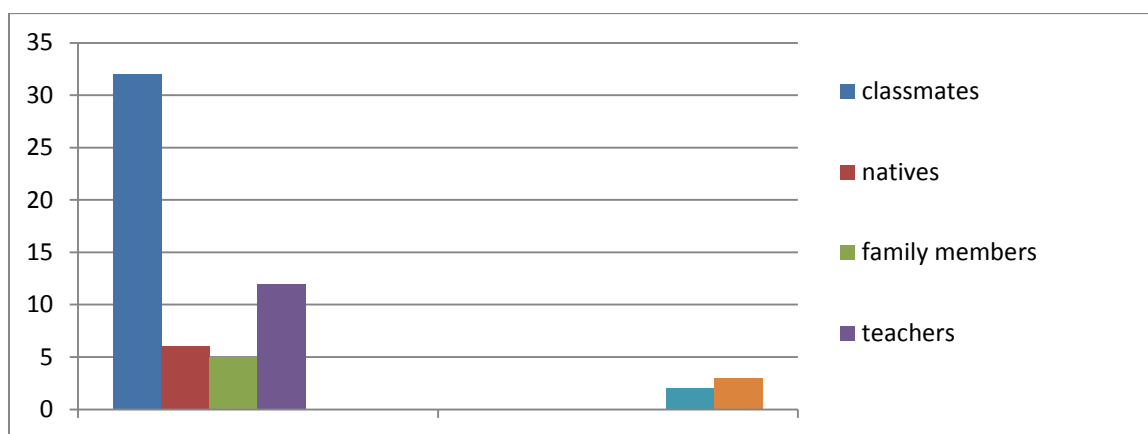


Figure07: students' interactions

The diagram above shows that majority of students selected their classmates (32/60) as the main people to talk and interact with. Others selected their teachers (12/60) since they study English as an independent speciality, so they tend to use it as a way of communication with teachers. Some selected natives (6/60) with whom they may be connected via social media platforms and only 5 students out of 60 chose their family members.

Question10: which skill is the most important?

Many respondents selected speaking skill as the most important skill among all skills, justifying their selection by saying that it is the most used skill with others, it helps in communicating with foreigners, it is needed in the daily life, it helps in developing thoughts and been open to other cultures. Others selected listening and reading because they helped in developing vocabulary. Only 12/60 selected all the skills, stating that in order to master a language, you should master all skills together. 5/60 chose writing with no explanations, whereas 2/60 chose speaking and reading, suggesting that reading provides learners with vocabulary that may be used while speaking; 3/60 selected speaking and listening providing similar justification to the previous one

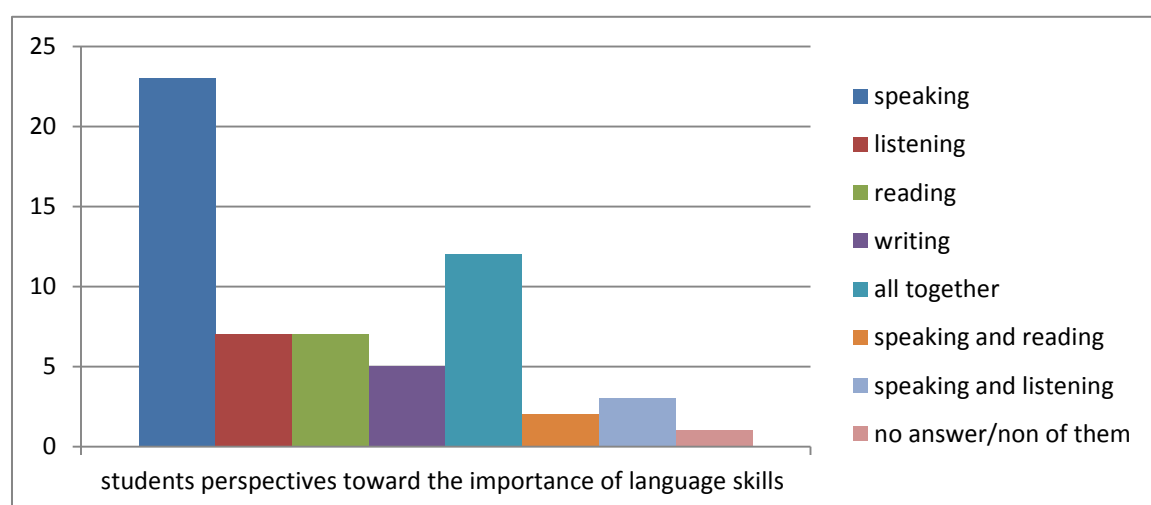


Figure08: student's language skills preference

Question11: if students helped by their teachers ?

Many respondents tended to rely on reading books and listening to music as a strategy for developing their oral skills, others tended to rely on both reading and contacting natives. We noticed that no one of students select the option of contacting teachers as a way of developing their speaking.

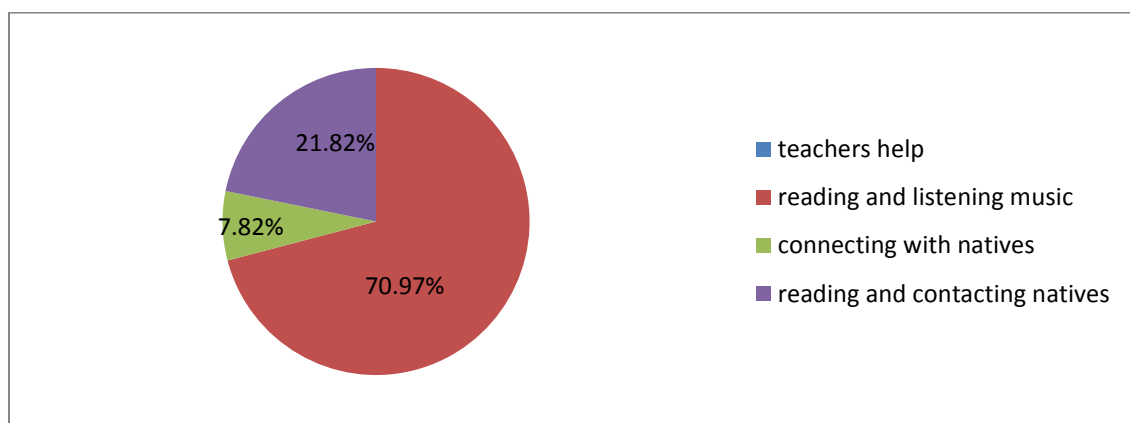


Figure09: oral skill development.

Question12: do teachers allow interaction inside classroom?

83.66% of teachers encouraged interaction among students inside classroom, while 16.66% did not accept probably to maintain order and reduce noise in their sessions.

Question 13: what problems hinder their speaking?

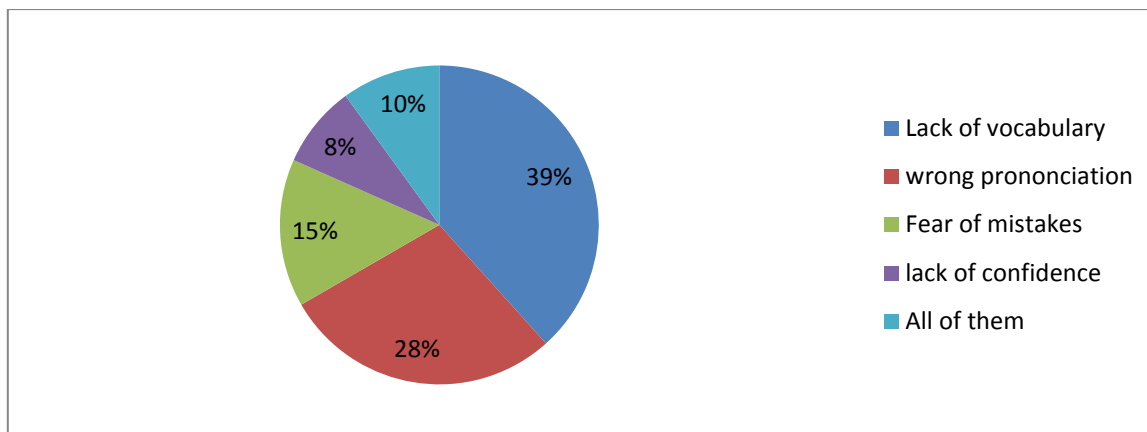


Figure10: problems that hinder speaking

This question shows that most students face the problem of lack of vocabulary 39%, others with 28% had the problem of wrong pronunciation. Moreover, 15% of them had lack of confidence and 10% had fear of mistakes, whereas 8% admitted that all the previous problems hinder their speaking.

Question14: what kind of activities does teacher use in oral expression?

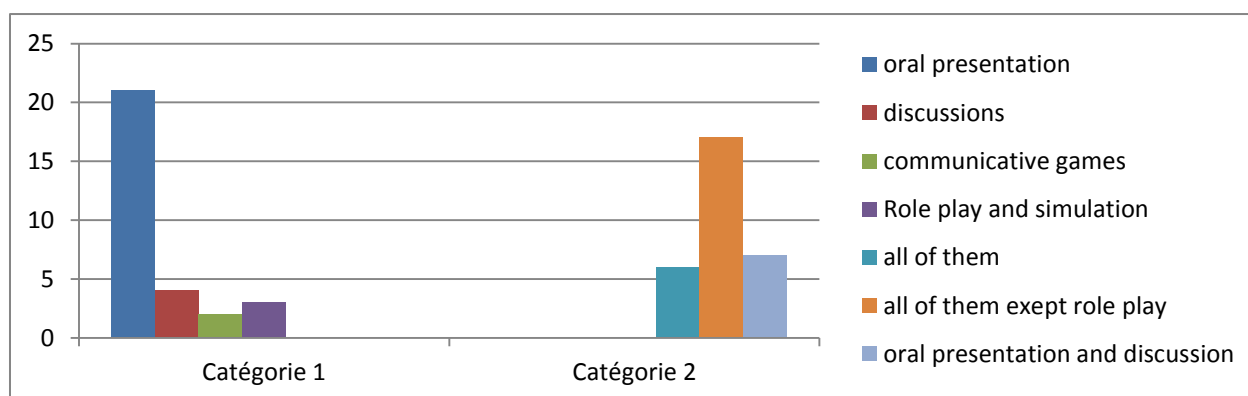


Figure11: types of activities

This question shows that most teachers use different activities based on the type of lesson, the majority of them relayed on oral presentation and discussion may be teachers find it more practical and easy to prepare for, where they just select and distribute topics for learners and group them. Only few of them used role play and simulation to provide variation to their teaching activities.

Question 15: to what extent the teacher uses role play?

The figure bellow explains to what extent teachers use role play. According to the students' answers, only 7% of teachers always use role play, whereas 47% of them use it sometimes, while the percentage of teachers whom use it rarely was 18%. It is worth mentioning that 28% of students said that it was not used by their teachers at all.

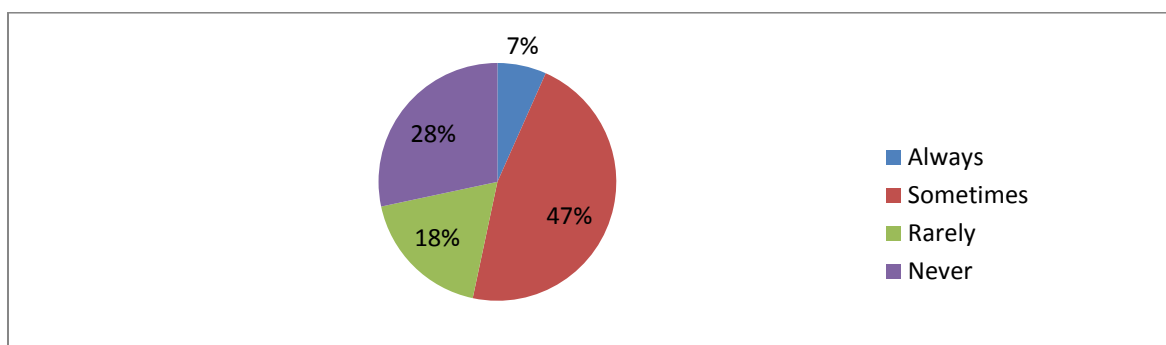


Figure 12: Role play average use

Question16: do they like this strategy?

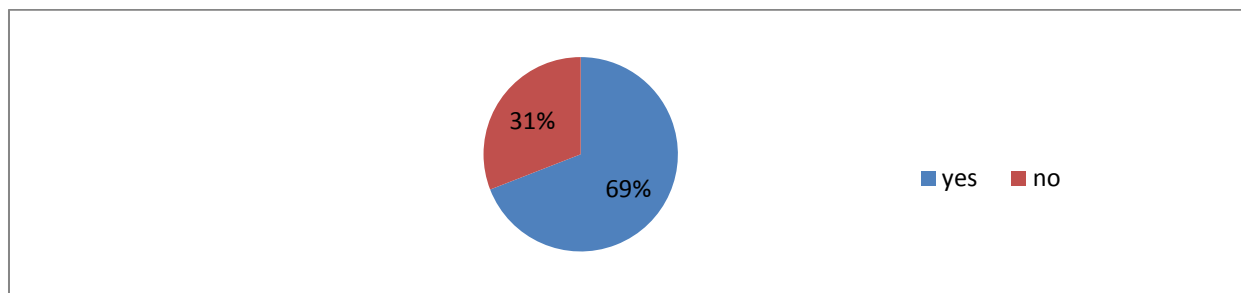


Figure13: student's preference of role plays strategy

The figure shows that the majority of students preferred and enjoyed using this strategy in oral expression because they find it both amusing and beneficial in their learning, while 31% of students claimed that they do not like this strategy may be because they preferred other activities.

Question17: do they benefit from it?

It was found that 22% of respondents benefit a lot from role play, probably because it help them in oral expression and enhances their speaking skill, whereas 50% benefit a little from it, and the rest with 28% did not consider it helpful at all.

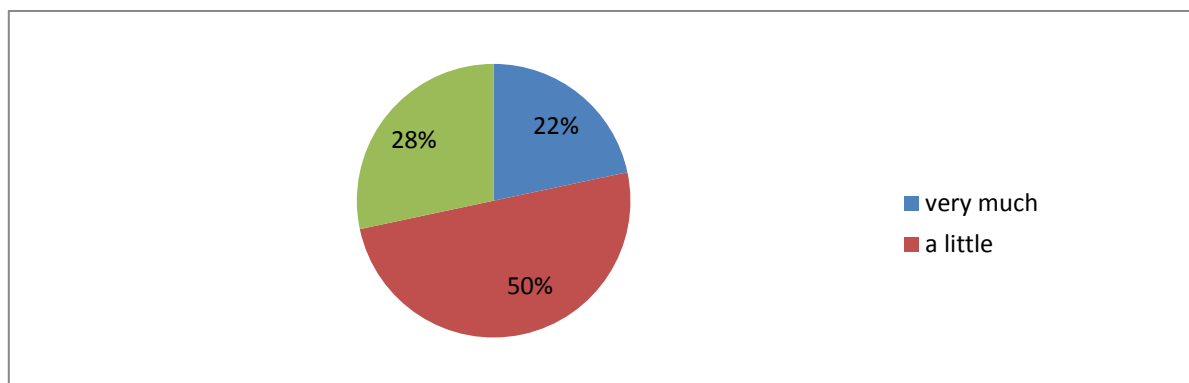


Figure14: the benefit of role play

Question18: do they prefer to play a role selected by the teacher or from their own imagination?

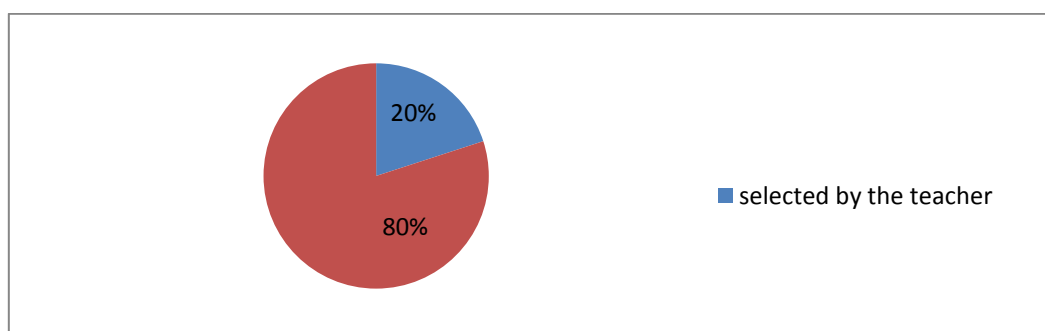


Figure15: how students prefer to play a role

This question shows that students preferred to rely on their imagination instead of playing roles that are selected by teachers who restrict students' performance.

Question19: from which side do they find it beneficial?

(25) Students admitted that role play is beneficial because it provided them with vocabulary, (12) improved pronunciation, and (14) helped them in discovering aspects of cultures as the most essential benefits.

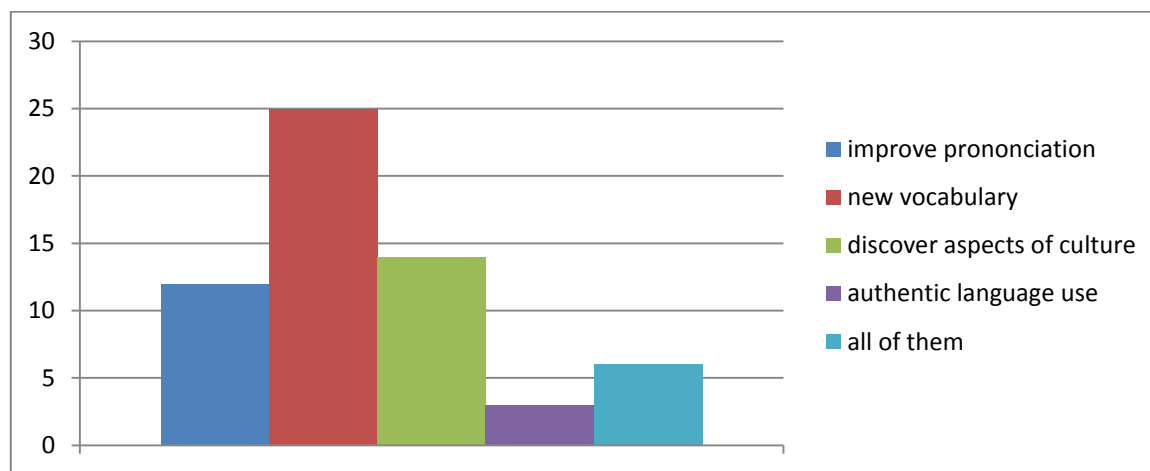


Figure16: benefits of role play

Question 20: Role play help them learn more about...?

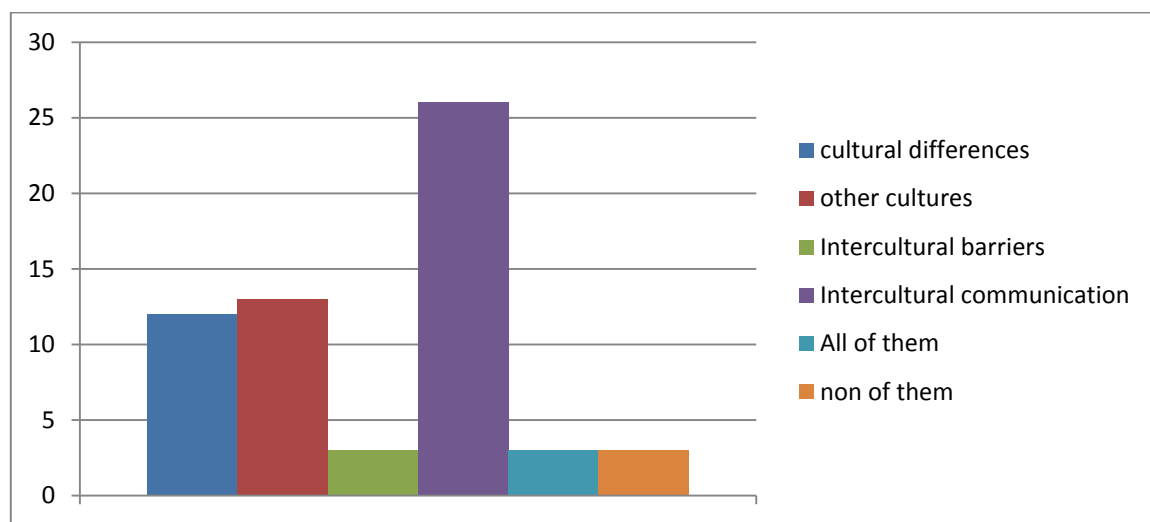


Figure 17: aim behind using role play

The largest proportion of students 26/60 chose intercultural communication, 12/60 of students chose cultural differences, 13 of them chose knowledge about other cultures, and only few of

them (3/60) chose intercultural barriers. Some students chose all of them (3/60), while some did not choose at all (3/60).

Question 21: Role play helped them to develop...?

This question shows that role play helped 7/60 to develop attitudes of respect and openness, 22/60 developed knowledge about other culture, 13/60 of students developed skills of adaptability, and 14/60 developed knowledge about some communicative convention of others. Only 4/60 agreed that role play developed all what was mentioned above.

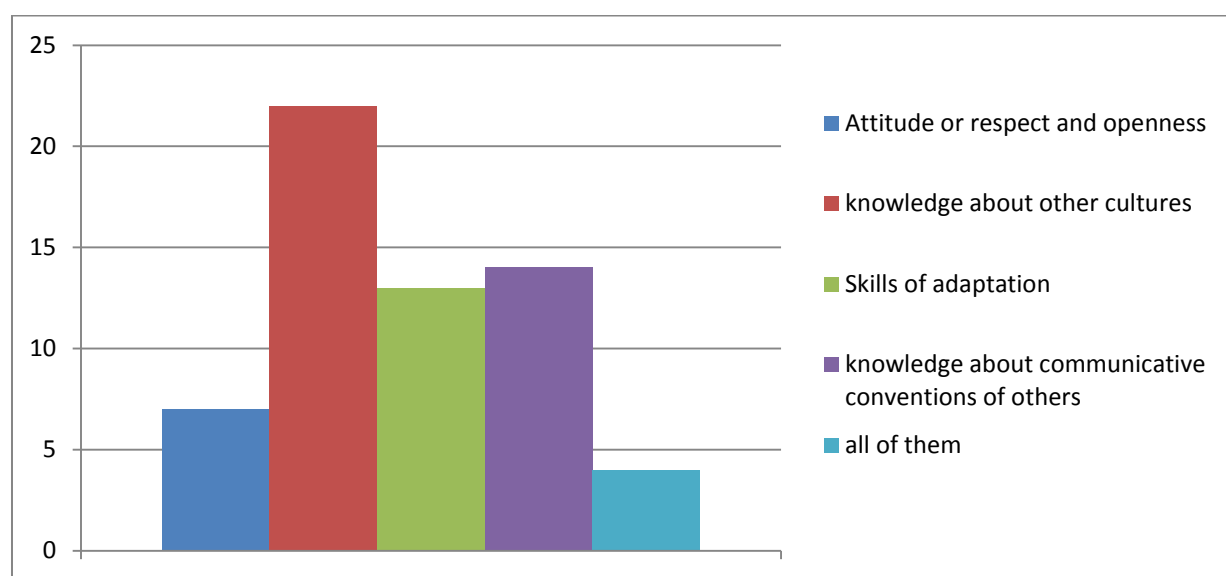


Figure 18: the development of role play

Question22: how does role play help to develop ICC?

30 students out of 60 gave no answer to this question, while 17/60 agreed that role play contribute in providing knowledge about different cultures, and 12 out of 60 said that it develops their speaking skill.

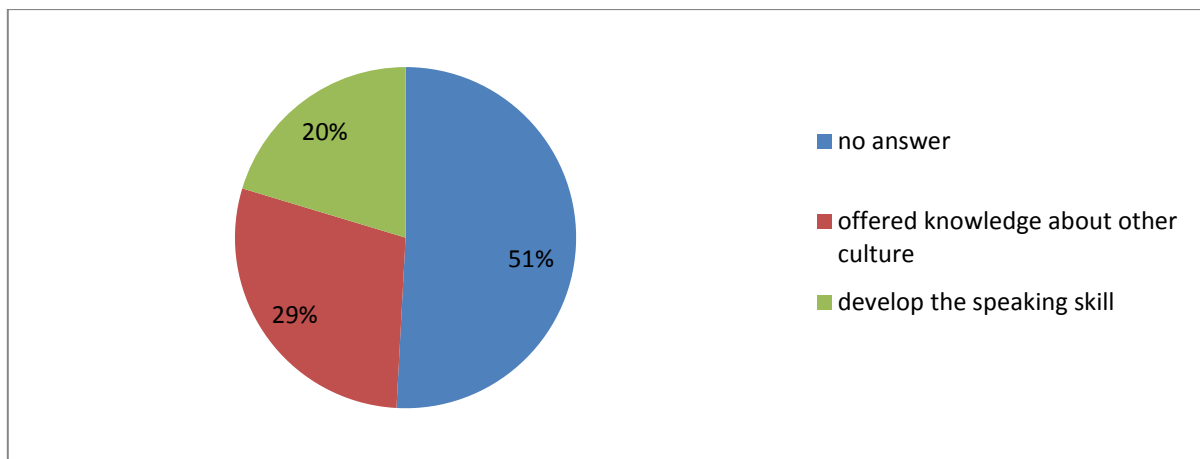


Figure 19: students perspective about how role play develop ICC

2. Analysis of Teachers Questionnaire:

Question01: are they male or female

Out of eight teachers, seven teachers were females, and one male.

Question02: teacher's degree:

62% of teachers had master's degree where as 38% said they held doctorate.

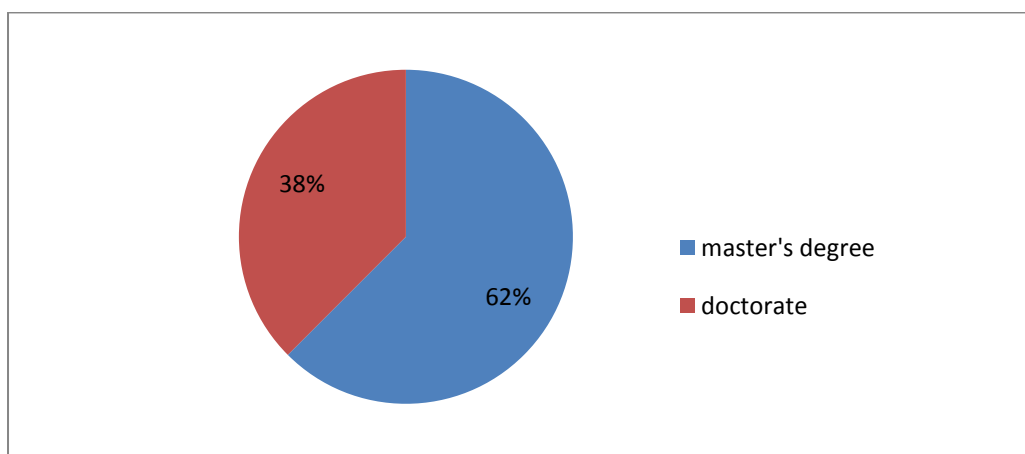


Figure20: degree held

Question 3: how long they have been teaching oral expression?

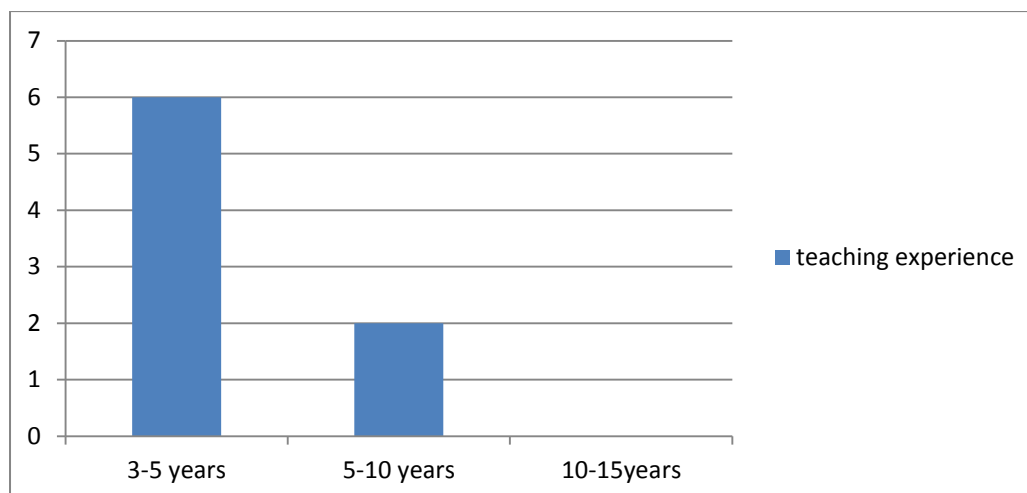


Figure21: teaching experience

Question 4: do you find time assigned to teaching oral expression is enough?

Most teachers (87.5%) agreed that the time assigned to teach oral expression was not sufficient, since they were given only one hour and half every week (one hour). Only 12.5% of them said that it was enough.

Question 5: do you agree that learning a foreign language requires intensive speaking skill practice?

All of the teachers (100%) agreed on the need for integrating the speaking skill practice in any process of learning a foreign language.

Question 6: do they integrate the four skills while teaching speaking?

50% of teachers integrated the four language skill into oral expression and the other 50% did not. Those who said yes explained that they did by providing student with authentic material such as videos of native speakers in order to listen to them and write about what they have understood, after that they gave them related topics to read and discuss.

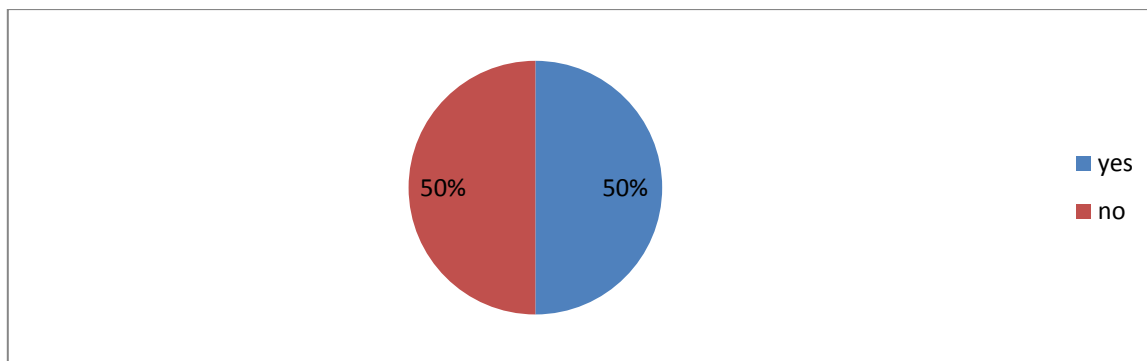


Figure 22: the integration of the four language skills

Question 7: what kind of activities do they use inside classroom?

It was found that 63% of teachers used discussions and oral presentation, 24% of them used all the activities except for communicative games, while 12% used role play and discussions.

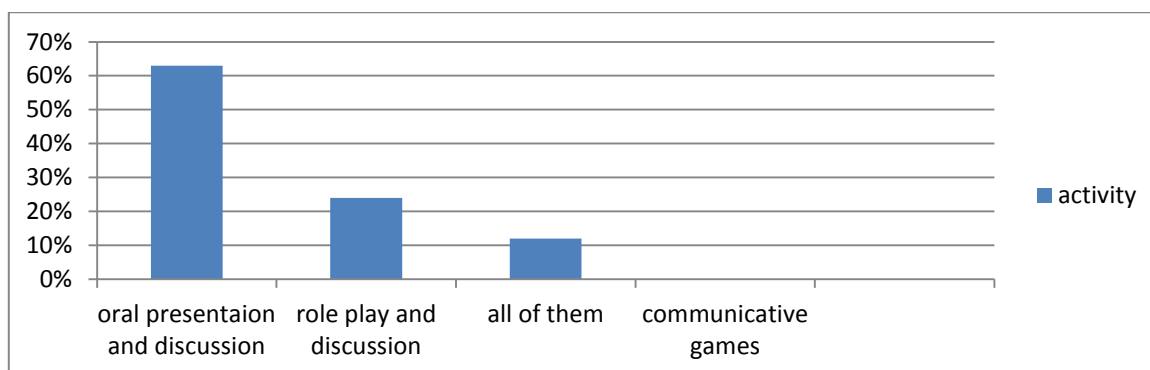


Figure23: activities used in oral sessions

Question8: do they use authentic materials?

The largest proportion of teachers (87.5%) said yes to the use of authentic materials, which is needed for the integration of four skills that the majority of teachers agreed on in earlier question. However 12.5% of teachers admitted that they did not use it.

Question9: do they think it is important to use these materials?

The teachers explanations revolved around: enhancing the intercultural competence, familiarizing students with authenticity, experiencing real context of target language in academic contexts, motivating learners in learning languages.

Question10: do all students engage in oral activities?

All of the teachers said that only some of students participate in oral activities. That was probably due to the problems they faced which were mentioned previously in students questionnaire.

Question 11: what problems hinder student's oral performance?

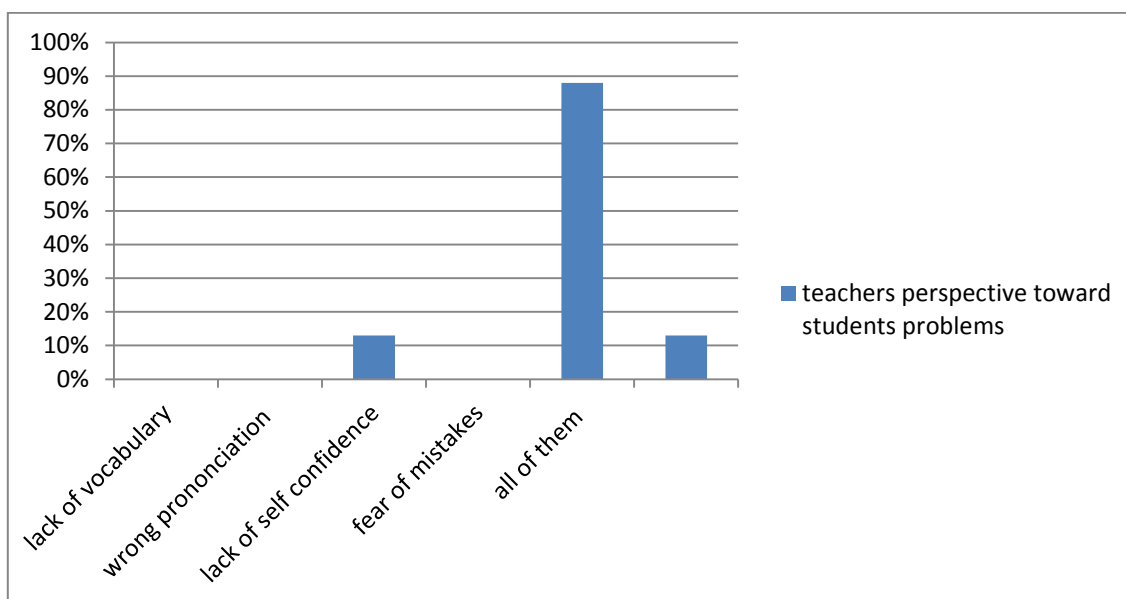


Figure24: teacher's perspective toward student's oral problems

Question 12: do teachers use role play? If yes how often?

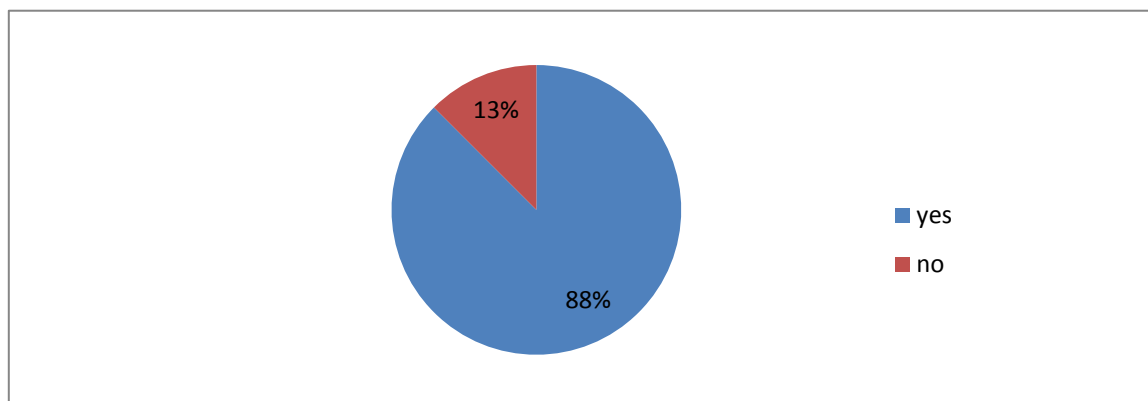


Figure 25: role play use

All teachers agreed on using role play during oral expression, 74% of them used it sometimes whereas 12.5% used it often and 12.5% said they used it rarely.

Question13: do students like this strategy?

This question showed that the majority of teachers (88%) think that their students like this technique and find it enjoyable.

Question 14: do teachers find role play effective? If yes how?

The majority of teachers (88%) agreed that is effective, because it allowed engagement in discussions, improved communication and helped them practice their oral skill, encouraged creativity and motivation, and it assimilates dialogues in real life situations.

Question 15: is role play a preferred task in integrating culture and language in EFL classroom? If yes how?

Some teachers said yes because it raises awareness and describes student's perception and reactions toward cultural differences. Teachers who did not agree proposed other ways to integrate culture and language such as the use of technology.

Question16: do teachers think that role play develops students ICC? If yes how?

All teachers said yes, they explained that it helps to discover new aspects of culture, develop the skill of adaptability by being open, curious, and tolerant. In addition, it develops willingness to stop prejudgments.

Question 17: do teacher allow debriefing discussions with class after each role play? If yes, why?

37.5% of teachers said no because they did not have enough time, while 62.5% allow discussion where they justified saying that it raises awareness of what happened during role play, give them the chance to evaluate the process and give their point of view, develop their speaking skill.

V. Conclusion:

This section describes the different steps that the study followed, it explained the methodology used in conducting the research relying on submitting questionnaires besides. The aim of handing both questionnaires was to investigate the usage of role play activity inside oral expression at the department of languages; the data was collected and represented in charts in order facilitate the process of reading and understanding the answers, and to shed the light on both teachers and students point of view concerning the topic

Section Two: Interpretation of Data and Recommendation

I. Introduction:

This section is dedicated to discuss the findings of the previous section additionally to giving some reasonable explanations. It includes an interpretation of the essential points of the study that represent the corner stone of the whole thesis. Where it summarizes the aim behind the study and supports the research hypothesis. It also proposes a number of alternative solutions and recommendations that help using role play in order to develop ICC.

1. Student's Questionnaire:

Through the process of submitting the students' questionnaire, the path was paved thanks to the third year students' cooperation. Both genders (male/female) were very generous in offering the assistance, time, and efforts. Viewing the students answers, it is clear that majority of them are interested in studying the English language and developing their entry level. One of their main goals is to develop all the four language skills in general and speaking skill in particular. Students were asked to describe their speaking level during their three years at university, where the majority of them have developed their level, which explains why students place such a high value on improving their speaking.

This last point is shown in students' use of English outside classroom with classmates, teachers, and natives that scored the highest percentage of people with whom they use English the most. This summarizes the student's perspective on the importance of developing their speaking skill, which they consider as the main tool to establish fluent interaction and communication with others.

Analyzing the questions demonstrates that most students show a great interest in discovering new cultures in their language acquisition, because it helps them to develop

attitudes of respect and openness, to be aware and knowledgeable about other cultures which fall under the umbrella of developing intercultural communicative competence. One of the points that shed the light on in the student's questionnaire is the use of role play to develop ICC, which is considered as one of the strategies used by teachers at Mila university center.

2. Teacher's Questionnaire:

Teacher's answers are a great contribution to conducting study. However, when submitting the questionnaire, we noticed that the total number of oral teachers was not that much; the English department of Mila university center has only few oral expression teachers. First of all, they give reliable information about their backgrounds, students' level and their methodologies used in teaching oral expression process. Second, all teachers agree on the importance of developing their students speaking skill for which they use different strategies such as using oral presentation, discussions, role play and simulations. Later, teachers believe it is an effective strategy and consider it both a useful and enjoyable task for their learners. Furthermore, most of them agree that is a means to develop ICC and integrate culture into EFL learning.

II. Interpretation of Result:

Based on the results of the findings, teachers of oral expressions use different methods and strategies in order to enhance their students speaking skills. Both questionnaires show that teachers used to focus the most on using oral presentation and discussion rather than role play, as seeing in the previous figures. Some teachers tend to use it on an average scale, nearly like not using it at all. Therefore, some students admit in the student's questionnaire that they are not familiar with this strategy. One reason for this lack of use could be a lack of time dedicated to teaching oral expression, in addition to the teacher's effort to integrate all four

skills into each session. Furthermore, there is a lack of materials that assist teachers in facilitating and guiding their students while acting in a role.

Analyzing data highlights the need for teaching culture in a foreign language where the two concepts walk hand in hand i.e., in any language teaching, knowing the culture is a very important step in order to acquire and understand this last one appropriately. Developing intercultural competence allows speakers to acquire and have the awareness in communicating with others since it help in accepting, respecting, and tolerating others beliefs and ways of thinking.

Both teachers and students agree that learning and teaching languages in reference to culture is important because both linguistic and social cultural competences are required for effective communication. In one hand, figures show that students state the necessity to work on their speaking skill and enhance it relying on some techniques such as asking for teachers help, reading and listening to music also connecting with natives. On the one hand, statistics show that students need to work on and improve their speaking skills, relying on techniques such as asking teachers for help, reading and listening to music, and connecting with natives. On the other hand, teachers emphasize the need to use different materials to develop their learners' speaking skills and overcome some problems that hinder their performance, like a lack of vocabulary, fear of mistakes, lack of self-confidence and wrong pronunciation.

The findings emphasize the importance of developing ICC in order to establish appropriate language production relevant to specific situations and contexts, as well as good interactions with other speakers from various backgrounds. This supports the hypothesis that states the importance of developing the ICC for EFL learners.

The findings point out the different strategies that can be used to develop the ICC where role play is considered an effective one to do so. It is proved that respondents of both questionnaires share a close perspective on using role play in teaching oral expression, since students find it motivating, enjoyable and interesting. They find it helpful to express themselves and to show their creativity by acting roles that allow them to be familiar with new identities, new beliefs, in addition to develop their speaking.

Teachers also find role play reliable because it enables their students to experience new situations with new ideas and emotions such as been open, tolerant to cultural differences without any prejudgment, besides overcoming some intercultural barriers. It gives them the chance to practice their oral skill where they work cooperatively with their classmates. All of that confirms the hypothesis that determines the effectiveness of role play in developing the ICC.

III. Recommendation:

After analyzing the data obtained from both surveys, some recommendations are proposed for further studies that may help both teachers and learners to achieve higher intercultural communicative competence.

Teachers complain about not having sufficient time for oral expression, and it is suggested that the department of languages at Mila university center allocate extra time or additional sessions dedicated for teaching oral language in order to facilitate their teaching process.

Learners need to be more exposed to interaction with their teachers inside and outside the classroom, to help them overcome the barriers of shyness and to build their self-confidence by talking about their problems, needs, and concerns.

Teachers are recommended to vary their oral teaching techniques to suit all students' individual differences. Oral teachers used to focus only on oral presentations and discussions. However, they should use also role play and drama because students find it interesting and motivating. For those teachers who use it often in their classes should incorporate it more.

Another suggestion for teachers, they should give their students the chance to select and play roles relying on their own imagination, which helps in release their creativity and show their talent, rather than restricting them only with to roles selected and proposed by teachers.

One step that teachers may overlook or disregard due to a lack of time is to provide students with feedback and discussion following each role-playing session. This procedure sheds the light on their weaknesses, their mistakes and cancels any cultural misunderstanding in addition to any interference of beliefs from the source culture with the target one.

IV. Limitation:

The study was conducted in a very short period of time because the research started late and not in the time it was supposed to, due to the covid restrictions at the university which was an obstacle to pursuing studies in a normal way. While conducting the study, a number of barriers were encountered. To begin with, time was not sufficient to collect data from the students who were already busy having their interrogations and could not sacrifice their time.

In addition to that, the teacher questionnaire was only answered by few oral teachers, because there were not many oral expressions teachers at the department.

V. Conclusion:

This last section provides a general overview of the findings that have been tackled in the previous section, then, it shifts to the recommendations proposed concerning the study and

finally moves to the limitations and obstacles of the research. In brief, the section attempted to investigate the extent of using role play as an activity for developing speaking and ICC.

General Conclusion:

The whole world is facing the spread of the English language and a huge interest is focused toward teaching and learning this language. Nowadays, English has reached all fields especially education. One of the aims of EFL learners is to enhance their communicative abilities by developing the oral performance. Therefore, teachers tend to adapt and vary different techniques and strategies to do so, such as role play which is proved to be an effective activity that does not only develop speaking skills however it assists in introducing some elements of culture into EFL classrooms.

The research shows the focus of EFL learners at the foreign languages department of Abd Elhafid Boussouf Mila university centre on developing all language skills. However, developing speaking skills has been the most important part, as it is regarded as the first tool that they require in order to interact with others. Based on that, the variation and implementation of different speaking activities may form a huge aide to enrich the communicative approach used in EFL classrooms. It is worth mentioning that it provides learners with opportunity to practice the language and be involved and active in the experience.

Due to the fact that one of the SLA concerns is developing the intercultural communicative competence, it is required to investigate the importance of it using the target language. Since it familiarizes learners with aspects of culture, how to use language in right settings, and accept others. The current research was conducted based on the

desire to test the validity of using role play as an activity used in oral expression to develop ICC.

Based on what the research has tackled previously, the idea of integrating culture during teaching a second language is a necessity that teachers must consider because it raises the students' awareness of the use of SL in the target culture. Moreover, it enhances the learner's communicative competence which was proved in data analysis that it was the ultimate goal behind studying English as a foreign language. Thus, role play is proved to be an affective activity that helps students to practice language and allow creativity to flow, since it produces an enjoyable atmosphere.

Finally, some suggestions and recommendations are proposed in order to be helpful in achieving the goal behind conducting this study. We hope that this thesis may help learners as well as teachers of oral expression at the department of languages to shed the light on the use of this activity to develop the intercultural communication competence based on all its benefits that allow learners to achieve and experience the best.

References:

- Ahnagari, S., & Zamanian, J. (2014). Intercultural communicative competence in foreign language classroom. *International Journal of Academic Research in Business and Social Sciences*, 4(11), 9. DOI:[10.6007/IJARBSS/v4-i11/1265](https://doi.org/10.6007/IJARBSS/v4-i11/1265).
- Akmal, A. (2018). The Effect of Role-Play Method in English Speaking Skill. *Journal of Science and Social Research*, 1(1), 48-52.
- Alkin, M. C., & Christie, C. A. (2002). The use of role-play in teaching evaluation. *American Journal of Evaluation*, 23(2), 209-218. <https://doi.org/10.1177/109821400202300210>.
- Amberg, J. S., & Vause, D. J. (2010). Introduction: What is language. *American English: History, structure, and usage*, 978-0 <https://doi.org/10.1177/109821400202300210>.
- Ampatuan, R. A., & San Jose, A. E. (2016). Role play as an approach in developing students' communicative competence. *International Journal for Innovation Education and Research*, 4(1), 18-24. DOI:[10.31686/ijer.vol4.iss1.503](https://doi.org/10.31686/ijer.vol4.iss1.503).
- Angelianawati, L. (2019). Using Drama in EFL Classroom. *Journal of English Teaching*, 5(2), 125-134. <https://doi.org/10.33541/jet.v5i2.1066>
- Armstrong, E., & Ferguson, A. (2010). Language, meaning, context, and functional communication. *Aphasiology*, 24(4), 480-496.
<https://doi.org/10.1080/02687030902775157>
- Baecker, D. (1997). The meaning of culture. *Thesis Eleven*, 51(1), 37-51.
<https://doi.org/10.1177/0725513697051000004>.
- Bailey, K. M., & Nunan, D. (2005). *Practical English language teaching: speaking*.
- Baker, A. (2000). *Improve your Communication Skills*. London: Kogan Page.

- Baker, J., & Westrup, H. (2003). *Essential speaking skills: A Handbook for English Language Teachers*. London: Continuum. A&C Black.
- Barrera, F., Venegas-Muggli, J. I., & Nuñez, O. (2020). The impact of role-playing simulation activities on higher education students' academic results. *Innovations in Education and Teaching International*, 1-11. DOI:[10.1080/14703297.2020.1740101](https://doi.org/10.1080/14703297.2020.1740101).
- Barrett, M. D., Huber, J., & Reynolds, C. (2014). *Developing intercultural competence through education*. Strasbourg: Council of Europe Publishing.
- Boroditsky, L. (2009). How does our language shape the way we think. *What's next*, 116-129. https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/38890/BUS2207U4_Text1.pdf.
- Boudreault, C. (2010). The benefits of using drama in the ESL/EFL classroom. *The Internet TESL Journal*, 16(1), 1-5. The Internet TESL Journal, Vol. XVI, No. 1, January 2010 <http://iteslj.org/Articles/Boudreault-Drama.html>
- Boulton, M. (1968). *The Anatomy of Drama* (3rd ed). London: Routledge and Kegan Paul Ltd.
- Bowman, S. L. (2010). *The functions of role-playing games: How participants create community, solve problems and explore identity*. McFarland.
- Brauer, G., & Bräuer, G. (Eds.). (2002). *Body and language: Intercultural learning through drama* (Vol. 3). Greenwood Publishing Group.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. National Centre for English Language Teaching and Research, Macquarie University, Sydney, New South Wales, Australia 2109.
- Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: A practical introduction for teachers*. Language Policy Division, Directorate of School, Out-of-School and Higher Education, Council of Europe.
- Byrne, D. (1986). *Teaching oral English*.

- Celce-Murcia, M. (ed). (2001). *Teaching English as a Second or Foreign Language*, 3rd edition. Boston, MA: Heinle&Heinle.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. Allyn and Bacon, Order Processing, PO Box 11071, Des Moines, IA 50336-1071.
- Charles, D., & Kusanagi, Y. (2007). Using drama to motivate EFL students: Building classroom communities and student identities. In *Journal of Asian Language Teaching, 2006 Conference Proceedings. Tokyo: JALT* (pp. 606-613).
- Chesler, M., & Fox, R. (1966). Role-playing methods in the classroom.
- Clipson-Boyles, S. (1998). *Drama in primary English teaching*. David Fulton Publishers.
- Coperías Aguilar, M. J. (2002). Intercultural communicative competence: A step beyond communicative competence. *ELIA*, 3, 85-102.
- Dash, N. S. (2008). Context and contextual word meaning. *SKASE Journal of Theoretical Linguistics*. https://www.academia.edu/download/53987680/contextual_meaning.pdf.
- Davies, P. (1990). The use of drama in English language teaching. *TESL Canada Journal*, 87-99. DOI: <https://doi.org/10.18806/tesl.v8i1.581>
- Dema, O., & Moeller, A. K. (2012). Teaching culture in the 21st century language classroom. University of Nebraska- Lincoln. Web, 13 Aprile, 2012.
- Douglas, S. R., & Rosvold, M. (2018). Intercultural communicative competence and English for academic purposes: A synthesis review of the scholarly literature. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*, 21(1), 23-42.
- Elmes, D. (2013). The relationship between language and culture. *Annals of Fitness and Sports Sciences*, 46(3), 11-18.
- Emden, J. V., & Becker, L. (2004). *Presentation Skills for Students* (Palgrave Study Guides).
- Eraut, M. (1994). *Developing professional knowledge and competence*. Psychology Press.

- Eriksson, S., & Hägg, C. (2016). Cultural Diversity: How to Manage a Cross-Cultural Workforce in a Global Organization: A case study between India and Sweden.
- Fadilah, F. (2016). Teaching speaking by role-play activity. *OKARA: Jurnal Bahasa dan Sastra*, 10(2), 209-216. <https://doi.org/10.19105/ojbs.v10i2.980>.
- Finocchiaro, M., & Brumfit, C. (1983). *The functional-notional approach: From theory to practice*. Oxford University Press, 200 Madison Ave., New York, NY 10016.
- García, N. M. (2018). Using Dialogues, Role Plays, Songs, and Poetry in Teaching Speaking. *The TESOL Encyclopedia of English Language Teaching*, 1-6.
<https://doi.org/10.1002/9781118784235.eelt0259>
- Gröschke, D., & Schäfer, T. (2012). The necessity for self-regulation in intercultural situations. *European Journal of Cross-Cultural Competence and Management*, 2(2), 133-148. John Wiley & Sons. DOI:[10.1504/EJCCM.2012.047087](https://doi.org/10.1504/EJCCM.2012.047087).
- Harmer, J. (2001). *The practice of English language teaching (3rd Ed.)*. Harlow: longman.
- Heidari, A., Ketabi, S., & Zonoobi, R. (2014). The role of culture through the eyes of different approaches to and methods of foreign language teaching. *Journal of Intercultural Communication*, 34(6). URL: <http://immi.se/intercultural>
- Holden, S. (1981). Drama in language teaching: *Longman handbook for language teachers*. London, Great Britain: Spottiswood Ballantyne. Ltd
- Hsin, C. (2008). Language and culture in foreign language teaching. In *The British Educational Research Association New Researchers/Student Conference September 3rd: Heriot-Watt University, Edinburgh*.
https://www.hozir.org/pars_docs/refs/43/42663/42663.pdf
- Hubbard, P., Hywell, J., Thornton, B., & Wheeler, R. (1987). al.(1983) A Training Course for TEFL.

- Hussain, S. (2018). Teaching speaking skills in communication classroom. *ResearchGate* (<https://www.researchgate.net/publication>). DOI:[10.20431/2454-9479.0303003](https://doi.org/10.20431/2454-9479.0303003)
- Kaddour, K. I. (2016). *Enhancing EFL Learners' Speaking Skill Through Effective Communicative Activities and Strategies The Case of First Year EFL students* (Doctoral dissertation).
- Kao, S. M., & O'Neill, C. (1998). *Words into worlds: Learning a second language through process drama*. Greenwood Publishing Group.
- Keyton, J. (2010). *Communication and organizational culture: A key to understanding work experiences*. Sage Publications.
- Krasner, I. (1999). The role of culture in language teaching. *Dialog on language instruction*, 13(1-2), 79-88.
- Krebt, D. M. (2017). The effectiveness of role play techniques in teaching speaking for EFL college students. *Journal of Language Teaching and Research*, 8(5), 863-870. DOI:[10.17507/jltr.0805.04](https://doi.org/10.17507/jltr.0805.04)
- Lado, R. (1957). *Linguistics across cultures: Applied linguistics for language teachers*. University of Michigan press. . <https://doi.org/10.1017/S0008413100025196>
- Ladousse, G. P. (1987). *Role play* (Vol. 3). Oxford University Press.
- Léon-Henri, D. D. P., & Jain, B. (2017). Role play: A practical way to teach intercultural communication. *Recherche et pratiques pédagogiques en langues de spécialité. Cahiers de l'Aplut*, 36(2).
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*.
- Lin, C. (2020). Understanding Cultural Diversity and Diverse Identities. *Quality Education*, 929-938. DOI:[10.1007/978-3-319-95870-5_37](https://doi.org/10.1007/978-3-319-95870-5_37)

- Lin, Y. E. (2009). Investigating role-play implementation: A multiple case study on Chinese EFL teachers using role-play in their secondary classrooms.
<https://scholar.uwindsor.ca/etd>
- Littlewood, W. (1999). Second language teaching methods. *Concise encyclopedia of educational linguistics*. Amsterdam: Elsevier, 658-668.
DOI:[10.1017/S0261444809990310](https://doi.org/10.1017/S0261444809990310)
- Lunenburg, F. C. (2010). Communication: The process, barriers, and improving effectiveness. *Schooling*, 1(1), 1-10.
- Lusting Myron, W., & Koester, J. (2003). Intercultural competence. *Interpersonal Communication across Cultures/W. Lusting Myron, J. Koester—Boston*.
- Mandel, S. (2006). *Presentation skills: a practical guide to better speaking*. Crisp Pub Incorporated.
- Maulidar, K., Gani, S. A., & Samad, I. A. (2019). Teacher's strategies in teaching speaking for cadets. *English Education Journal*, 10(1), 80-94.
- McCallum, G. P. (1980). *101 word games for students of English as a second or foreign language*. Oxford University Press, USA.
- Moran, P. R., & Lu, Z. (2001). *Teaching culture: Perspectives in practice*. Boston: Heinle & Heinle.
- Moran, P. R., & Lu, Z. (2001). *Teaching culture: Perspectives in practice*. Boston: Heinle & Heinle.
- Nadia, Z. I. T. O. U. N. I. (2013). *The use of students' oral presentations in enhancing speaking skill in the English language classrooms* (Master's thesis).
- Nouraldeen, A. S. (2015). Meaning and Context-Three Different Perspectives. *British Journal of English Linguistics*, 3(2), 13-17. . https://www.researchgate.net/profile/Abdullah-Soliman-Nouraldeen/publication/275466050_Meaning_and_Context-

[Three Different Perspectives/links/553dc3c80cf2c415bb0f769c/Meaning-and-Context-Three-Different-Perspectives.pdf](#)

- Owens, A & Barber, B. (1998). *Draama toimii*. (Transl. Kaijaben, J-P. And Korhonen, P) Helsinki JB-Kustannus.
- Politzer, R. (1959). Developing cultural understanding through foreign language study. *In report of the fifth annual round table meeting on linguistics and language teaching* (pp. 99-105).
- Qing, X. U. (2011). Role play-an effective approach to developing overall communicative competence. *Cross-Cultural Communication*, 7(4), 36-39.
DOI: <http://dx.doi.org/10.3968/j.ccc.1923670020110704.317>
- ROBINSON, G. L. N. (1985). *Crosscultural Understanding: Processes and approaches for foreign language, English as a second language and bilingual educators*. Oxford: Pergamon.
- Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2012). *Communication between cultures*(4th ed). Boston: Wardsworth.
- Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2016). *Communication between cultures* (9th ed). Cengage Learning.
- Sapir, E. (2004). *Language: An introduction to the study of speech*. Courier Corporation.
- Sercu, L. (2005). *Foreign language teachers and intercultural competence*. Multilingual Matters. DOI:[10.2143/ITL.151.0.2015220](https://doi.org/10.2143/ITL.151.0.2015220)
- Sharifian, F., & Palmer, G. B. (Eds.). (2007). *Applied cultural linguistics: Implications for second language learning and intercultural communication* (Vol. 7). John Benjamins Publishing.
- Sofyan, N., Buaja, T., & Rahman, O. R. (2018). The implementation of role play method in improving students' speaking skill: a classromm action research at grade IX students

- of SMP Muhammadiyah 1 Ternate. *International journal of scientific & technology research*, 7(12), 267-269. www.ijstr.org.
- Spencer-Oatey, H. (Ed.). (2008). *Culturally Speaking Second Edition: Culture, Communication and Politeness Theory*. Bloomsbury Publishing.
- Spencer-Oatey, H., & Franklin, P. (2009). *Intercultural interaction: A multidisciplinary approach to intercultural communication*. Springer.
- Susanti, A. D. H. (2007). Using role play in teaching speaking: a pre experimental study at islamic junior high school soebono mantofani jombang ciputat.
- Thornbury, S. (2000). Accuracy, fluency and complexity. *Readings in Methodology*, 16, 139-143.
- https://www.academia.edu/download/30385967/readings_in_methodology.pdf#page=139
- Via, R. (1987). The magic if' of theatre: enhancing language learning through drama. *Interaction Language Teaching*, 110-123.
- Wardhaugh, R. (2002). Introduction to sociolinguistics fourth edition.
- Yule, G. (1989). The spoken language. *Annual Review of Applied Linguistics*. V.10, 163-172.

APPENDIXES

Teachers' questionnaire:

Dear teacher, this questionnaire is the selected method to test the validity of our study which aims to investigate the importance of using role play to develop intercultural competence. We have selected third year students at the department of languages in Mila university center as a case study.

Your contribution will be a great help to the study. You are kindly invited to answer the following questions.

Part one: background information:

1. What is your gender:
 - Female
 - Male
2. degree held:
 - Licence
 - Master-magister
 - Doctorate
3. How long have you been teaching oral expression?
 - 5 years
 - 5-10 years
 - 10-15 years
 - 15+

Part two: teachers' attitudes toward oral expression:

4. Do you think the time assigned for teaching oral expression is enough?
 - Yes
 - No
5. Do you agree that learning a foreign language requires intensive speaking skill practice?
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
6. Do you integrate all the four skills while teaching speaking?
 - Yes
 - No

If yes, how:

.....

.....

.....

.....

7. What kind of activities do you use inside classroom?

- Oral presentation
- Discussions
- Communication games
- Role play and simulation

Other activities:

.....
.....
.....
.....

8. Do you use authentic materials?

- Yes
- No

9. Why do you think it is important to use them?

.....
.....
.....
.....

10. Do all students engage in oral activities?

- All of them
- Some of them
- Few of them
- None of them

11. What problems hinder student oral performance?

- Lack of vocabulary
- Wrong pronunciation
- Lack of self confidence
- Fear of mistakes

Part three: teachers' perspective towards role play

12. Do you use role play?

- Yes
- No

If yes, how often:

- Always
- Sometimes
- Often
- Rarely

13. Do student like this technique?

- Yes
- No

14. Do you find it effective?

- Yes
- No

If yes, how:

.....
.....
.....
.....

15. Do you believe that role-play is a preferred task in integrating culture and language in E.F.L. classroom?

- Yes
- No

If yes, how:

.....
.....
.....
.....
.....

16. Do you think role play develop students' intercultural knowledge and competence?

- Yes
- No

If yes, how:

.....
.....
.....
.....

17. Do you allow a debriefing discussion with the class after each role-play?

- Yes
- No

If yes, mention why

.....
.....
.....

.....
.....

Students' questionnaire:

The main purpose of this questionnaire is to collect data about the use of role play to develop intercultural communicative competence. Role play is a teaching strategy which teachers use in teaching oral expression; it is to act out or preform the part of a person or character and take a new identity. This method is used to enhance students' interactions and develop intercultural communication.

You are kindly asked to answer theses sets of questions.

Part one: Background information

1. Are you a :
 - Female
 - Male
2. How long have you been studying English?

.....
.....

3. Did you choose to study English in university?
 - Yes
 - No
4. Have you ever travelled or lived in an English speaking country?
 - Yes
 - No
5. Do you think it is important to know new cultures and learn about them?
 - Yes
 - No

If yes explain why:

.....
.....

Part two: Students speaking skill.

6. How do you describe your speaking skill in first and second years:
 - Very good
 - Good

- Average
- Less than average

7. How do you describe your speaking skill as a third year student?

- Developed
- The same since previous years

8. Do you use English outside the classroom?

- Yes
- No

If yes how often do you use it?

- Always
- rarely
- Sometimes

9. With whom do you use English?

- Classmates
- Natives speakers
- Family members
- Teachers

10. Among all skills, which one do you find it the most important and why

- Speaking
- Listening
- Reading
- Writing

Why:

.....

.....

.....

.....

11. How do you develop your oral skill?

- Ask for teacher help
- Read , listen to music
- Contact and communicate with natives

12. Does your teacher allow interaction inside the classroom?

- Yes

- No

13. What kind of problems hinder your speaking?

- Lack of vocabulary
- Wrong pronunciation
- Fear of mistakes
- Lack of self confidence

Part three: role play inside classroom

14. What kind of activities does your teacher use in oral expression class

- Oral presentation
- Discussions
- Communication games
- Role play and simulation

Other activities:

.....

.....

.....

15. To what extent your teacher uses role play inside the classroom:

- Always
- Sometimes
- Rarely
- Never

16. Do you like this strategy?

- Yes
- No

17. Do you benefit from it?

- Very much
- A little
- Not that much

18. Do you prefer to play a role selected by the teacher or from your own imagination?

- Selected by the teacher
- From your imagination

19. From which side do you find it beneficial?

- Improve pronunciation
- Learn new vocabulary
- Discover new aspects of culture
- Authentic language use

20. Role play helped me learn more about:

- Cultural differences
- Other cultures
- Intercultural barriers
- Intercultural communication

21. Role play helped me to develop the following:

- The attitudes of respect and openness
- Knowledge about another culture
- The Skills of adaptability
- Knowledge about some communicative conventions of others

22. How does it help to develop intercultural communicative competence? Explain?

.....

.....

.....

.....

.....

.....

Résumé

De nos jours, l'élargissement de la diversité interculturelle a sans doute amené les enseignants à fusionner la culture dans leur enseignement des langues. Il est évident que la maîtrise de l'anglais comme une langue secondaire étrangère requiert l'usage des stratégies efficaces qui introduisent les étudiants à des aspects de la langue et améliorent leur aisance et précision en parlant, par conséquent, ils améliorent leurs compétences communicatives. Il est supposé que le jeu de rôle est l'une des méthodes efficaces à améliorer les capacités orales des étudiants et à renforcer leur compétence communicative interculturelle. C'est pour cela, l'objectif de ce travail est d'exploiter l'utilisation du jeu de rôle dans le développement de la compétence communicative interculturelle. À la lumière de cette idée, un travail de recherche était réalisé au niveau du département des langues étrangères au Centre universitaire de Mila, avec les étudiants de la 3ème année LMD, en s'appuyant sur deux questionnaires comme outils de recherche. Pour rassembler une data intégrale d'un échantillon des réponses de 60 participants et 8 enseignants. Les résultats trouvés confirment l'hypothèse. Les données obtenues des questionnaires révèlent que les enseignants ainsi que les étudiants sont d'accord sur l'efficacité de cette stratégie dans le renforcement de la compétence communicative interculturelle. En outre, elle consolide leur compétence orale.

Mots-clés : anglais langue étrangère- culture- parler- jeu de rôle- compétence communicative interculturelle.

الملخص

دفع توسع التنوع الثقافي مؤخرًا الأساتذة إلى دمج الثقافة في تعليمهم للغة حيث انه متفق أن إتقان اللغة الإنجليزية كلغة أجنبية ثانوية يتطلب استخدام استراتيجيات فعالة تعرف المتعلمين بمعالم ثقافية و تعزز طاقاتهم و دقتهم في التحدث و بالتالي يحسنون من كفاءتهم التواصلية. إن إستراتيجية لعب الدور من أحدث الأساليب التي ثبت عنها أنها تعزز قدرات التحدث لدى الطلاب و ترفع من مستوى الكفاءة التواصلية بين الثقافات الخاصة بهم. لذلك فإن الغرض من هذا العمل هو إستكشاف مدى مساهمة لعب الدور في تطوير كفاءة التواصل الثقافي. على أساس هذا تم إجراء دراسة بحثية في قسم اللغات في المركز الجامعي ميله مع طلاب السنة الثالثة انجليزية LMD بالاعتماد على استبيانين كأدوات البحث للحصول على بيانات معينة من 60 طالب و 8 أساتذة . كشفت النتائج التي تم التوصل لها أن كلا الطرفين من أساتذة و طلاب اتفقوا على فعالية هذه الإستراتيجية في تعزيز التواصل ما بين الثقافات لدى المتعلمين بالإضافة إلى تطوير مهارة التحدث لديهم.